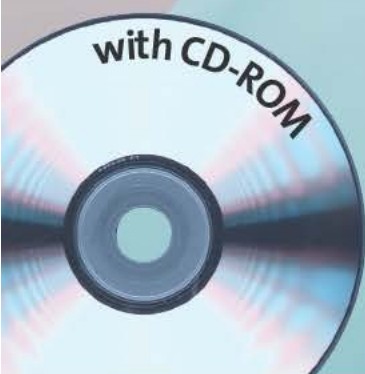


Cambridge English

# Complete Key for Schools

**Student's Book** *without answers*

David McKeegan



Official preparation material for **Cambridge English: Key for Schools**,  
also known as **Key English Test (KET) for Schools**



CAMBRIDGE ENGLISH  
Language Assessment  
Part of the University of Cambridge

Cambridge English



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**David McKeegan**

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# Map of the units

| Unit                                   | Topic                        | Reading  | Writing  |
|--|------------------------------|--|--|
| <b>1</b> What's your name?             | Daily life<br>People         | Part 3a: five conversations about family and friends                         | Part 9: an email                                     |
| <b>2</b> Are you coming to the party?  | House and home               | Part 4: right/wrong/doesn't say questions about a man who builds tree houses | Part 6: words for things you find in a kitchen       |
| <b>3</b> I'm hungry!                   | Food and drink               | Part 2: multiple-choice questions about a birthday cake                      | Part 7: a letter inviting a friend to a party        |
| <b>4</b> You look great!               | Clothes                      | Part 5: an article about superheroes   | Part 9: a message about a shopping trip              |
| <b>5</b> She's the winner              | Sport                        | Part 3a: five conversations about sport                                      | Part 8: completing notes about summer sports classes |
| <b>6</b> I have to do my homework      | School and study             | Part 4: multiple-choice questions about three different school experiences   | Part 6: words for things at school                   |
| <b>7</b> Let's go to the mountains     | Places and buildings         | Part 1: notices about cafés and restaurants                                  | Part 9: a message about a holiday                    |
| <b>8</b> You have one new message      | Technology                   | Part 2: multiple-choice questions about a computer games club                | Part 7: an email about a computer problem            |
| <b>9</b> Let's have some fun!          | Entertainment and media      | Part 5: an article about a film fan  | Part 8: completing notes about an exhibition         |
| <b>10</b> What a sunny day!            | The natural world<br>Weather | Part 3a: five conversations about places and events                          | Part 7: an email about a terrible holiday            |
| <b>11</b> I've got a cold              | Health and fitness           | Part 4: multiple-choice questions about a new timetable at school            | Part 9: a message about meeting for a run            |
| <b>12</b> Has he been on holiday?      | Travel and holidays          | Part 3b: a conversation about a holiday in Greece                            | Part 6: words about travel                           |
| <b>13</b> She might be a vet           | Hobbies and leisure          | Part 1: notices about clubs, exhibitions and courses                         | Part 8: completing notes about a talk at a bookshop  |
| <b>14</b> Can you repeat that, please? | Social interaction           | Part 3b: a conversation about a language course                              | Part 7: an email about a French course               |

|  | Listening   | Speaking   | Vocabulary  | Grammar   |
|--|---|--|---|---|
|  | Part 1: five short conversations  | Part 1: general conversation<br>Pronunciation: the alphabet                          | Numbers<br>Family members   | Present simple <i>be</i> ; present simple<br>Adverbs of frequency                                   |
|  | Part 3: a conversation about a house party                                | Part 1: general conversation   | Time<br>Rooms<br>Furniture<br>Pronunciation: /tʃ/ and /ʃ/                     | Present continuous<br><i>have got</i>   |
|  | Part 5: a teacher talking about a school cooking club                     | Part 2: talking about a cake making competition                                      | School lunches<br>Food phrases<br>Pronunciation: /s/, /z/, /ɪz/               | Countable and uncountable nouns<br><i>How much / many; a few, a little, a lot</i>                   |
|  | Part 2: a conversation about a fancy dress party                          | Part 2: talking about a fashion show and a superhero exhibition                      | Clothes and accessories<br>Adjectives<br>Shops<br>Pronunciation: /ɪ/ and /i:/ | Present continuous v. present simple<br><i>too</i> and <i>enough</i>                                |
|  | Part 1: conversations about prices and times                              | Part 1: answering questions about sports you like                                    | Sports<br><i>do / play / go</i> with sports<br>Prices<br>Nationalities        | Comparatives and superlatives<br>Prepositions of time <i>at, in, on</i><br>Pronunciation: schwa /ə/ |
|  | Part 3: a conversation about a new boy at school                          | Part 2: talking about a trip to a water park and a museum                            | School subjects<br>Classroom objects<br>Education verbs<br>Days and months    | <i>have to</i><br>Object pronouns<br>Pronunciation: /v/ and /f/                                     |
|  | Part 4: a conversation about a theatre visit                              | Part 1: talking about holidays   | Buildings<br>Directions   | Past simple<br>Imperatives<br>Pronunciation: past simple -ed endings                                |
|  | Part 2: a conversation about a shopping trip to a computer store          | Part 2: talking about an Internet café   | Technology verbs<br>Music   | Past continuous<br><i>can / can't, could / couldn't</i><br>Pronunciation: <i>can / can't</i>        |
|  | Part 5: information about a band competition                              | Part 2: talking about a student movie<br>Pronunciation: sentence stress in questions | Suggesting, accepting and refusing<br>Adjectives                              | Verbs with -ing or <i>to</i> infinitive<br>The future with <i>will</i>                              |
|  | Part 1: five short conversations  | Part 1: talking about future plans   | What's the weather like?<br>Places (natural world)                            | <i>going to</i><br><i>must / mustn't</i><br>Pronunciation: <i>going to</i>                          |
|  | Part 4: a conversation about going to a gym<br>Pronunciation: /θ/ and /ð/ | Part 1: talking about several topics   | Parts of the body<br>Dates / ordinal numbers<br>What's the matter? (ailments) | First conditional<br><i>something, anything, nothing, etc.</i>                                      |
|  | Part 4: a conversation about a long bicycle ride                          | Part 2: talking about a bicycle for sale   | Means of transport<br>Vehicles<br>Travel verbs                                | Present perfect<br><i>should / shouldn't</i><br>Pronunciation: sentence stress                      |
|  | Part 3: a conversation about learning to sail                             | Part 2: talking about parkour  | Hobbies<br>Adverbs<br>Jobs<br>Pronunciation: /w/ /v/ /b/                      | Present perfect<br><i>for</i> and <i>since</i><br><i>may / might</i>                                |
|  | Part 2: a conversation about people at a party                            | Part 1: answering questions about personal details                                   | Communication verbs<br>-ed / -ing adjectives                                  | The passive<br>Present perfect with <i>just / already / yet</i><br>Pronunciation: sentence stress   |


# Introduction

## Who this book is for




*Complete Key for Schools* is a stimulating and thorough preparation course for students who wish to take the **Cambridge English: Key (KET) for Schools**. It teaches you the reading, writing, listening and speaking skills which are necessary for the exam, as well as essential grammar and vocabulary. For those who are not planning to take the exam in the near future, the book provides skills and language highly relevant to an elementary level of English (*Common European Framework of Reference for Languages* (CEFR) level A2).

## What the book contains

In the **Student's Book** there are:

- **14 units for classroom study.** Each unit contains:
  - examples of each of the three papers in the Key for Schools exam. The units provide language input and skills practice to help you deal successfully with the tasks in each part.
  - essential information on what each part of the exam involves, and the best way to approach each task.
  - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
  - grammar and vocabulary activities and exercises for the grammar and vocabulary you need to know for the exam. When you are doing these exercises you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which often cause problems for candidates in the exam.
- **Seven unit reviews.** These contain exercises which revise the grammar and vocabulary that you have studied in each unit.
- A **Grammar reference section** which clearly explains all the main areas of grammar you will need to know for the Key for Schools exam.
- A **Key exam paper** for you to practise with. This is a guided test, with extra practice, to help you with the areas of language you need for each task.
- A **CD-ROM** which provides you with many interactive exercises, including further listening practice exclusive to the CD-ROM (please use the class audio CDs for the Student's Book listening exercises). All these extra exercises are linked to the topics in the Student's Book.

Also available are:

- **Two audio CDs** containing listening material for the 14 units of the Student's Book plus the Listening Paper for the guided test, and the practice test in the Teacher's Book. The listening material is indicated by different coloured icons in the Student's Book as follows:  CD1,  CD2.
- A **Teacher's Book** containing:
  - **Step-by-step guidance** for handling the activities in the Student's Book.
  - A number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
  - **Extra photocopiable activities** for each unit of the Student's Book to practise and extend language abilities outside the requirements of the Key exam.
  - **Photocopiable recording scripts** from the Student's Book listening material.
  - **Complete answer keys** including recording scripts for all the listening material. All sections of text which provide answers to listening tasks are underlined.
  - **Seven photocopiable progress tests**, one for every two Student's Book units.
  - **14 photocopiable word lists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the word list is accompanied by a definition supplied by the corpus-informed Cambridge Learner's Dictionary.
  - **One 'clean' practice test** with answer key and recording scripts.
- A **Workbook** containing:
  - **14 units for homework and self-study.** Each unit contains further exam-style exercises to practise the reading, writing and listening skills needed in the Key for Schools exam. In addition, they provide further practice of grammar and vocabulary, which also use information about common exam candidate errors from the Cambridge Learner Corpus .
  - **'Vocabulary Extra'** sections, at the end of each unit which contain further revision and practice of the essential Key for Schools' exam vocabulary in the Student's Book units.
  - An **audio CD** containing all the listening material for the Workbook.





# Key for Schools content and overview

| Part/timing  | Content   | Test focus   |
|--|---|--|
| <b>1</b><br><b>Reading and Writing</b><br>1 hour 10 minutes        | <b>Reading</b><br><b>Part 1</b> Five sentences to match with eight notices.<br><b>Part 2</b> Five gapped sentences each with three-option multiple-choice items.<br><b>Part 3a</b> Five gapped conversations each with three-option multiple-choice responses.<br><b>Part 3b</b> A continuous dialogue with five matching items, selecting from eight possible responses.<br><b>Part 4</b> One long, or three short texts, with seven three-option multiple-choice items, OR seven Right/Wrong/Doesn't say items.<br><b>Part 5</b> Short text as a three-option multiple-choice cloze. Eight questions; candidates select the correct word from each question to complete the text.<br><b>Writing</b><br><b>Part 6</b> Five dictionary definition-type sentences with word completions.<br><b>Part 7</b> Short text with ten spaces to fill with one word.<br><b>Part 8</b> Two short texts, and an 'output text' with five spaces to fill.<br><b>Part 9</b> Either a short input text or a three-part rubric to prompt a written response. | <b>Part 1:</b> Candidates must understand the gist of real-world notices.<br><b>Part 2:</b> Candidates are asked to identify appropriate vocabulary.<br><b>Part 3:</b> Candidates must read and identify appropriate responses.<br><b>Part 4:</b> Candidates must read for detailed understanding and main ideas.<br><b>Part 5:</b> Candidates are expected to identify appropriate structural words.<br><b>Part 6:</b> Candidates must read and identify appropriate words and spell them correctly.<br><b>Part 7:</b> Candidates must identify appropriate words in context.<br><b>Part 8:</b> Candidates are expected to accurately identify and write target information.<br><b>Part 9:</b> Candidates must write a short text of 25–35 words. |
| <b>2</b><br><b>Listening</b><br>Approximately 30 minutes           | <b>Part 1</b> Five short dialogues with three-option multiple-choice questions with pictures.<br><b>Part 2</b> Longer informal dialogue with five items to match from eight options.<br><b>Part 3</b> Longer informal dialogue with five three-option multiple-choice items.<br><b>Part 4</b> Longer dialogue. Five gaps to fill with words or numbers.<br><b>Part 5</b> Longer monologue. Five gaps to fill with words or numbers.   | <b>Parts 1–3:</b> Candidates are expected to listen and identify key information.<br><b>Parts 4–5:</b> Candidates are expected to identify and write down key information.   |
| <b>3</b><br><b>Speaking</b><br>8–10 minutes per pair of candidates | <b>Part 1</b> A short conversation with the interlocutor. The interlocutor asks the candidates questions in turn, using standardised questions.<br><b>Part 2</b> Candidates interact with each other, asking and answering questions using prompt material.   | <b>Part 1:</b> Candidates are expected to produce language normally associated with meeting people for the first time, giving factual personal information.<br><b>Part 2:</b> Candidates exchange non-personal factual information.  |



# Unit 1 What's your name?



## Starting off

- 1 What are the people in the photo doing?  
What do you think the boy and the girl are saying?

Hey. (1) *What's your name?*

My name's Elena.

I'm Carl. (2) ..... Do you like street dancing?

(3) .....

How old are you?

(4) ..... What about you?

I'm 13, too. (5) .....

Yes, sure. Thanks!

- 2 Work in pairs. Complete the dialogue with phrases from the box.

Yes, I do. I'm 13.  
Do you want to meet my friends?  
*What's your name?*  
Nice to meet you.

- 3 Listen and check your answers.
- 4 Work in pairs. Practise the conversation. Give true information about yourself.

## Listening Part 1

### Exam information

- You will hear five short conversations.
- You will hear each conversation twice.
- You must choose one correct picture for each conversation.

Numbers are an important part of the listening exam.

- 1 03 Complete the numbers. Then listen and repeat.

- 11 eleven  
 ..... twelve  
 ..... thirteen  
 16 .....  
 17 .....  
 21 .....  
 ..... thirty-two  
 44 .....  
 ..... sixty  
 70 .....  
 ..... eighty-eight  
 99 .....  
 ..... one hundred  
 ..... one hundred and twenty-one

- 2 04 Listen to the conversations. Write down the three numbers that you hear in each conversation.

- 1 15  
 .....  
 .....  
 .....  
 2 .....  
 .....  
 .....  
 3 .....  
 .....  
 .....  
 .....

- 3 Read question 1 in Exercise 4. Say the numbers on the doors.

- 4 05 Now listen and choose the right answer, A, B or C.

- 1 Where does Carl live?



A



B



C

- 5 Work in pairs. Read questions 2-5. Underline the key words. Describe what you can see in each picture.

- 2 Which is Carl's sister?



A



B



C

- 3 What is Saz's favourite animal?



A



B



C

- 4 Which is Stevie's family?



A



B



C

- 5 How much is a ticket to the dance show?



A



B



C

- 6 06 Listen to the recording. For each question, choose the right answer (A, B or C).



# Grammar

## Present simple

page 107 Grammar reference: present simple

We use the verb *to be* to talk about age, nationality, etc.  
We use the present simple to talk about things that are always true or things that happen regularly.



1 What do you remember about Elena, Carl and Saz? Are these statements true (T) or false (F)?

- 1 Elena likes street dancing.
- 2 Saz is 15 years old.
- 3 Elena and Carl live in the same street.

2 Listen to Saz and Elena. Complete the conversation with words from the box.

Do don't Is isn't 'm 'm not play plays

Saz: Where are you from Elena?  
Elena: I (1) *is* from Italy.  
Saz: (2) *do* you like our school?  
Elena: Yes, I do.  
Saz: (3) *do* your brother at the school, too?  
Elena: No, he (4) *isn't*. He's only six.  
Saz: He's lucky. I (5) *do* like school much. What does your dad do?  
Elena: He's a musician. He (6) *plays* the piano.  
Saz: Cool!  
Elena: And I (7) *do* the guitar. But I (8) *am* very good at it.

3 Complete the sentences with the correct form of *be* or *do*.

- 1 *Do* you like school?
- 2 He *isn't* (not) happy.
- 3 A: *Is* she from Argentina?  
B: Yes, she *is*.
- 4 A: *Are* you seventeen?  
B: No, I *am*.
- 5 A: *Do* your brother play the piano?  
B: Yes, he *does*.
- 6 A: *Do* you play the guitar?  
B: No, I *don't*.
- 7 *Are* your parents from Italy?
- 8 We *do* (not) like homework!

4 Complete the text with the correct present simple form of the verb in brackets. Use short forms.

This (1) *is* (be) a picture of my best friend.  
His name (2) *is* (be) Dexter. He (3) *isn't* (not be) from England – he's from America. He (4) *loves* (love) sport, especially football.  
I (5) *don't* (not like) sport at all, but we (6) *are* (be) very good friends. We (7) *live* (live) in the same street. Sometimes I (8) *go* (go) to his house and watch DVDs. He (9) *doesn't* (not have) any brothers or sisters, but his mum and dad (10) *are* (be) really nice. They both (11) *work* (work) at home. They (12) *are* (be) a very happy family. Have you got a best friend?



5 Work in pairs. Take turns to tell your partner about one of these people. Then ask and answer questions about them. Use the ideas below.

best friend brother father  
mother sister teacher

be funny? do sport? be tall? like music?

My best friend is from Spain. She lives in Malaga.

Yes, she is.

Is she funny?

Does she do any sport?

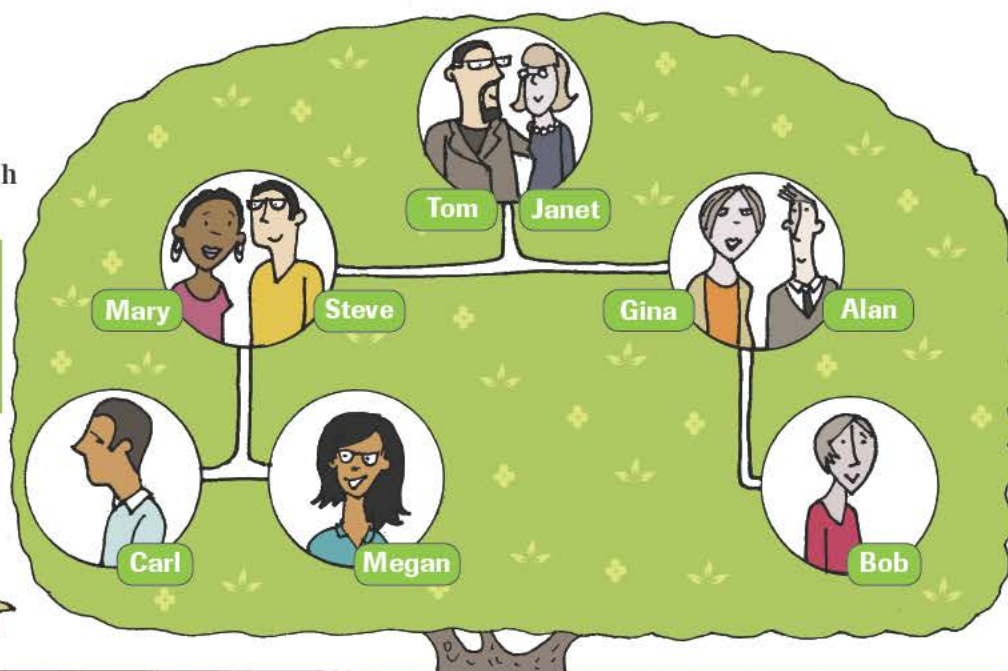
Yes, she does. She plays ...

# Vocabulary

## Family members

- 1 Look at Carl's family tree. Complete the sentences with words from the box.

aunt brother cousin  
daughter granddaughter  
grandfather grandmother  
grandson husband sister  
son uncle wife



- 1 Janet is Carl's g r a n d m o t h e r.
- 2 Tom is Carl's g \_\_\_\_\_.
- 3 Tom is Janet's h \_\_\_\_\_.
- 4 Janet is Tom's w \_\_\_\_\_.
- 5 Alan is Carl's u \_\_\_\_\_.
- 6 Gina is Carl's a \_\_\_\_\_.
- 7 Bob is Carl's c \_\_\_\_\_.
- 8 Carl is Steve and Mary's s \_\_\_\_\_.
- 9 Megan is Steve and Mary's d \_\_\_\_\_.
- 10 Megan is Carl's s \_\_\_\_\_.
- 11 Carl is Megan's b \_\_\_\_\_.
- 12 Bob is Tom and Janet's g \_\_\_\_\_.
- 13 Megan is Tom and Janet's g \_\_\_\_\_.

- 2 Work in pairs. Take turns to ask and answer questions. Complete the table with information about your partner's family.

What is your father's name?

How old is he?

Have you got any brothers and sisters?

|             | name | age |
|-------------|------|-----|
| father      |      |     |
| mother      |      |     |
| sister      |      |     |
| brother     |      |     |
| uncle       |      |     |
| aunt        |      |     |
| grandmother |      |     |
| grandfather |      |     |
| cousin      |      |     |

## Reading Part 3a

### Exam information

- You must choose the best answer to complete five conversations.
- There are three possible answers.
- The first line is a question or a sentence.

Reading Part 3a tests your knowledge of functions.

- 1 Match the questions (1–5) with the correct response (a–e).

- 1 Would you like a drink? e
  - 2 Sorry, I can't come out tonight. ....
  - 3 Why don't we meet at 8.00 am? ....
  - 4 Do you do any sport? ....
  - 5 Where do you come from? ....
- a America.  
b I don't usually get up that early.  
c Sometimes, but only at weekends.  
d That's a pity.  
e I'd love one, thanks.



- 2 Work in pairs. Look at the first line of each question in Exercise 3. Try to think of a response to each one.
- 3 Complete the five conversations. Choose the correct answer, A, B or C.
- Do you like street dancing?  
A My sister does too. B Of course it is. C I think it's great.
  - Would you like to meet my family?  
A Nice to meet you. B Yes, sure. C Here it is.
  - I saw your brother yesterday.  
A I don't know. B What does he do? C At school?
  - How old is your grandma?  
A Tell me about her. B 82 next birthday. C She's fine.
  - We're from Italy.  
A That's interesting. B Thanks very much. C You're welcome.

## Grammar

### Adverbs of frequency

▶ page 107 Grammar reference: adverbs of frequency

- 1 Look at the table about Elena's week. Are the statements below true (T) or false (F)?

|                              | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|------------------------------|-----|------|-----|-------|-----|-----|-----|
| gets up at 7.00 am           | ✓   | ✓    | ✓   | ✓     | ✓   | ✓   | ✓   |
| does homework in the evening | ✓   | ✓    | ✓   | ✓     | ✓   |     |     |
| is late for school           |     |      |     |       |     |     |     |
| goes shopping                |     |      |     |       |     | ✓   |     |
| does the washing-up          |     | ✓    |     | ✓     |     | ✓   |     |

- Elena always gets up at 7.00 am. T
- She usually does her homework in the evening. ....
- She is often late for school. ....
- She never goes shopping on Saturday. ....
- She sometimes does the washing-up. ....

- 2 08 Listen and complete the table in Exercise 1 for Stevie's week.

- 3 Now complete the sentences for Stevie.

- He ..... gets up at 7.00 am.
- He ..... does his homework in the morning.
- He is ..... late for school on Mondays.
- He ..... goes shopping on Wednesdays.
- He ..... does the washing-up.

- 4 Look at the sentences in Exercises 1 and 3. Complete the rules with *before* or *after*.

- Adverbs of frequency come ..... the verb *to be*.
- Adverbs of frequency come ..... other verbs.

- 5 Exam candidates often make mistakes with the position of adverbs of frequency. Correct the mistakes in each of these sentences.

- It ~~always is~~ <sup>is always</sup> nice to see you.
- I drink sometimes coffee.
- We have never English lessons on Fridays.
- Marco often is late for dance class.
- Our teacher forgets never our homework.
- I usually am a good student.

- 6 Write true sentences about yourself. Use these words and phrases.

am happy   am hungry   do sport  
do the washing-up   ride a bicycle  
send texts   walk to school  
write emails

*I never walk to school.*

- 7 Work in pairs. Ask and answer *How often ...?* questions about Exercise 6.

How often do you walk to school?

Never.

## Speaking Part 1

### Exam information

- There are two parts in the Speaking paper.
- In Part 1, you will talk with the examiner for about five minutes.
- The examiner will ask questions about your name, your school, your hobbies, etc.
- The examiner will always ask you to spell your surname.

### 1 09 Listen. Choose the correct name.

- Johnny / Joanna
- Stefan / Steven



## Pronunciation

### The alphabet

### a 10 Listen and repeat.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

### b Put the letters in the correct column, according to their sound.

| /eɪ/               | /i:/  | /aɪ/     | /əʊ/ |
|--------------------|---|----------|------|
| A, .....,<br>..... | B, ....., .....,<br>....., .....,<br>....., .....,<br>..... | I, ..... | O    |
| /u:/               | /ɛ/   | /ɑ:/     |      |
| Q, .....,<br>..... | F, .....,<br>....., .....,<br>....., .....,<br>.....        | .....    |      |

### 2 Work in pairs. Ask and answer how to spell your names.

How do you spell your first name?

M-A-R-I-O.

How do you spell your surname?

G-O-N-Z-A-L-E-Z.

### 3 11 Listen to an examiner talking to a student. Match the questions (1–7) with the answers (a–g).

- What's your name? c
  - How do you spell your surname?
  - Where are you from?
  - Do you study English?
  - How often do you have English lessons?
  - Do you like sport?
  - How often do you do sport?
- I'm from Sao Paulo.
  - Three times a week.
  - My name is Stefan Monnier.
  - Yes, I do.
  - I always play basketball after school.
  - Yes, I do. I love sport.
  - M-O-N-N-I-E-R.

## Writing Part 9

### Exam information

- You must write an email, a postcard or a note.
- There are three things you must write about.
- You must write between 25 and 35 words.

### 1 Look at this email. Underline the questions.



Hi  
My name is Alex. I'm your new penfriend. What's your favourite sport? How often do you play it? Have you got any brothers and sisters?  
Alex

### 2 Read the answers to the email. Which one answers all the questions?

A



Hello Alex  
My name is Juan. I love football. I play it every Saturday for my school team. I've got two brothers and one sister.  
Juan

B



Hi Alex  
My name is Stef and I am your penfriend. Tennis is my favourite sport. I love it. My mother doesn't like it.  
Stef

### 3 Write your own response to Alex's email. Answer her questions. Write 25–35 words.



# Unit 2 Are you coming to the party?

## Starting off

- 1 Look at these homes.  
Which one do you want to live in?



- 2 Work in pairs. Which of the homes has got:
- |               |         |
|---------------|---------|
| a garden      | stairs  |
| a garage      | windows |
| a first floor | a gate  |
| a roof        | a door  |
- 3 What kind of home do you live in? Has it got the things listed in Exercise 2?

## Listening Part 3

### Exam information

- You will hear a conversation between two or more people.
- There are five multiple-choice questions.
- You must choose between three possible answers: A, B or C.
- The answers may be numbers or words.

- 1 Look at the party invitation. Where is the party? What kind of party is it?



- 2 12 Listen to the conversation. What time does the party start?



What is happening at the other times?



Listening Part 3 often includes clock times.

**3 Match the times (1–6) with the clocks (A–F).**

- |                        |          |
|------------------------|----------|
| 1 a quarter past four  | <u>F</u> |
| 2 half past twelve     | —        |
| 3 a quarter to ten     | —        |
| 4 two o'clock          | —        |
| 5 twenty-five to three | —        |
| 6 ten past eight       | —        |



**4 13 Listen to Jenny talking to her father about Wendy's party.**  
For questions 1–5, tick (✓) the correct answers.

- |   |                                     |              |                          |
|---|-------------------------------------|--------------|--------------------------|
| 1 Where does Wendy live now?                |                                     |              |                          |
| A Milton Street                             | <input checked="" type="checkbox"/> | B Brook Road | <input type="checkbox"/> |
| C New Street                                | <input type="checkbox"/>            |              |                          |
| 2 Wendy's party is on                       |                                     |              |                          |
| A Wednesday.                                | <input type="checkbox"/>            | B Saturday.  | <input type="checkbox"/> |
| C Sunday.                                   | <input type="checkbox"/>            |              |                          |
| 3 What time does the party start?           |                                     |              |                          |
| A 6.00                                      | <input type="checkbox"/>            | B 6.30       | <input type="checkbox"/> |
| C 11.00                                     | <input type="checkbox"/>            |              |                          |
| 4 What will Jenny wear to the party?        |                                     |              |                          |
| A a dress                                   | <input type="checkbox"/>            | B jeans      | <input type="checkbox"/> |
| C a T-shirt                                 | <input type="checkbox"/>            |              |                          |
| 5 What is Jenny going to take to the party? |                                     |              |                          |
| A some food                                 | <input type="checkbox"/>            | B some drink | <input type="checkbox"/> |
| C some music                                | <input type="checkbox"/>            |              |                          |
| 6 How much is the DVD?                      |                                     |              |                          |
| A £5  | <input type="checkbox"/>            | B £10        | <input type="checkbox"/> |
| C £15                                       | <input type="checkbox"/>            |              |                          |

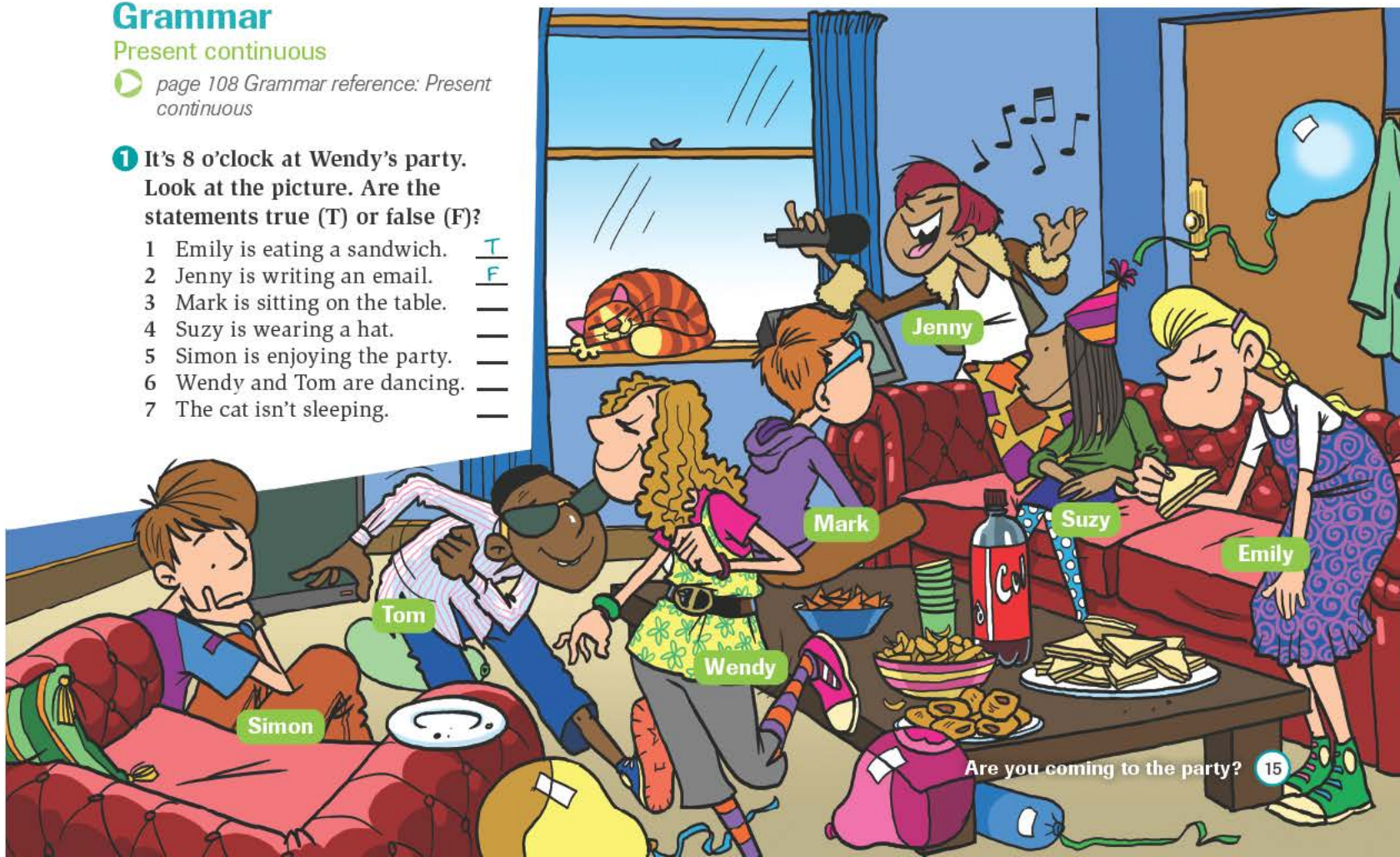
## Grammar

### Present continuous

page 108 Grammar reference: Present continuous

**1 It's 8 o'clock at Wendy's party.**  
Look at the picture. Are the statements true (T) or false (F)?

- |                                 |          |
|---------------------------------|----------|
| 1 Emily is eating a sandwich.   | <u>T</u> |
| 2 Jenny is writing an email.    | <u>F</u> |
| 3 Mark is sitting on the table. | —        |
| 4 Suzy is wearing a hat.        | —        |
| 5 Simon is enjoying the party.  | —        |
| 6 Wendy and Tom are dancing.    | —        |
| 7 The cat isn't sleeping.       | —        |



Are you coming to the party? 15



**2** Circle the correct option in *italics* to complete the rules.

- 1 We use the present continuous to talk about things that *are happening now / happen usually*.
- 2 We form the present continuous with *to be / to have* + the *-ing* form of the verb.

**3** Correct the sentences.



- 1 He is sleeping. (play)

*He isn't sleeping. He's playing.*



- 2 She is writing. (read)

.....



- 5 They're laughing. (cry)

.....



- 3 They are swimming. (walk)

.....



- 4 She's watching TV. (listen / to music)

.....

**4** **14** Listen to the actions. Tick (✓) the correct answers.

- 1 Is he running?  
A Yes, he is. ☒ B No, he isn't. ☐
- 2 Are they dancing?  
A Yes, they are. ☐ B No, they aren't. ☐
- 3 Is she writing?  
A Yes, she is. ☐ B No, she isn't. ☐
- 4 Is he playing?  
A Yes, he is. ☐ B No, he isn't. ☐
- 5 Are they singing?  
A Yes, they are. ☐ B No, they aren't. ☐

**5** Complete the questions. Write true answers.

- 1 *Are* you sleeping?  
*No, I'm not.*
- 2 ..... you sitting down?
- 3 ..... your friends sitting near you?
- 4 ..... your teacher helping you?
- 5 ..... it raining?
- 6 ..... you wearing a hat?

**6** It's 11 o'clock at Wendy's party. Work in pairs. Look at the picture for one minute. Student A close your book. Ask your partner questions.



Is Emily drinking?

Yes, she is.

Is Jenny talking on the phone?



## Vocabulary

### Rooms

1 Label the picture of Wendy's new house.

bathroom bedroom dining room garage  
garden hall kitchen living room

2 15 Listen to the sounds. What room are they in?

1 bathroom 5 .....  
2 ..... 6 .....  
3 ..... 7 .....  
4 .....

3 Work in pairs. Student A says what he/she is doing. Student B tries to guess what room he/she is in.

I'm having a bath.

You're in the bathroom.

## Reading Part 4 (Right/Wrong/Doesn't say)

### Exam information

- There are two kinds of Reading Part 4 task: Right/Wrong/Doesn't say or three-option multiple choice.
- You will read one long text or three short texts.
- There are seven statements.
- For one long text, the questions are in the same order as information in the text.

1 Look at the photo. What is it? Do you know anyone who has got one?

2 The text is about a man called James Webb. Read the text quickly and answer the questions.

- What is James's job?
- What's his favourite tree house?
- How many rooms has it got?

3 Here are three examples of each question: Right, Wrong and Doesn't say. Underline the parts of the text which show the correct answers.

#### Paragraph A

James Webb enjoys his work.

A Right B Wrong C Doesn't say

#### Paragraph B

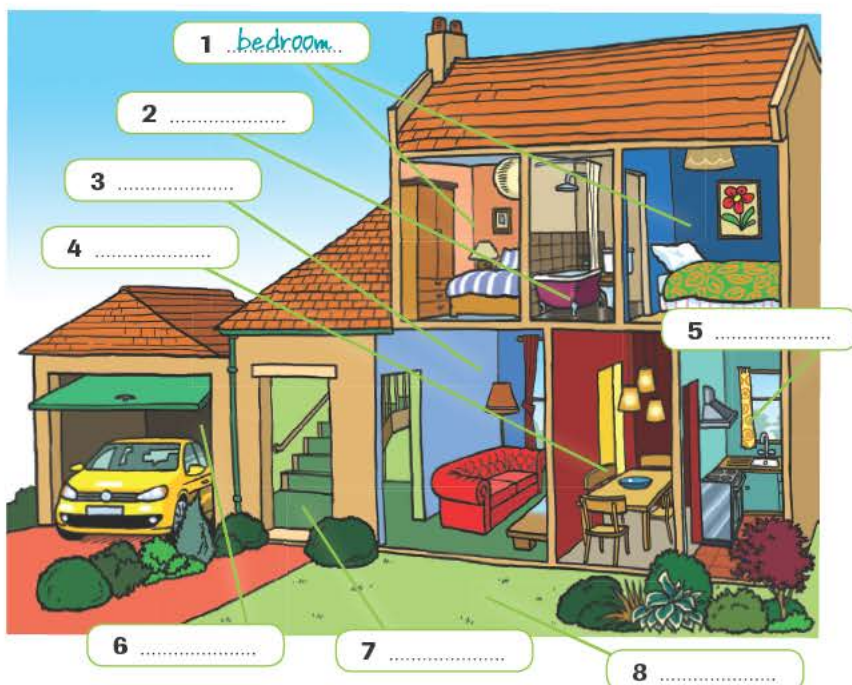
James works with his uncle.

A Right B Wrong C Doesn't say

#### Paragraph B

James's tent is very big.

A Right B Wrong C Doesn't say



## the TREE HOUSE man

**A** 'I love trees,' says James Webb, 'so building tree houses is a great job for me.' James works for a company called Treehouse Builders, in Washington, USA. He builds tree houses of all shapes and sizes, for people of all ages.



**B** Ever since James was a child he loved making things with wood. He learned a lot from his uncle when he worked with him in the summer holidays. That helped him get the job with Treehouse Builders. 'It's great fun, but it's also hard work,' says James. 'It can be very tiring, and I often have to work in bad weather. I've got a tent, and sometimes I camp next to the tree until I finish the job.'

**C** One of James's favourites is 'Heidi's Tree House'. It is an artist's studio with two bedrooms, a living room, a kitchen and a bathroom. It has got a real fire in it!

**D** So what is the best part about building tree houses? For James, it is the people. They are always so excited when they see their new tree house for the first time. 'It's like the best birthday present in the world – a new house in your garden!'



- 4 Read the questions and underline the key words. Then answer the questions.

- All the tree houses James builds are for children.  
A Right B Wrong C Doesn't say
- James's uncle taught him about working with wood.  
A Right B Wrong C Doesn't say
- James thinks building tree houses is easy.  
A Right B Wrong C Doesn't say
- James never sleeps in his tree houses.  
A Right B Wrong C Doesn't say
- You can cook and sleep in Heidi's Tree House.  
A Right B Wrong C Doesn't say
- James likes meeting his customers.  
A Right B Wrong C Doesn't say
- James has got a tree house in his own garden.  
A Right B Wrong C Doesn't say

## Grammar

have got

page 108 Grammar reference: have got

- 1 Look at these sentences from the text on page 17. Then match them with the pictures.

- I've got a tent.
- It has got a real fire.



- 2 Circle the correct option in *italics* in each of these sentences.

- I ve got / 's got blue eyes.
- My dad *hasn't got* / *haven't got* long hair.
- Have* / *Has* you got a tree house?  
No, I *haven't* / *hasn't*.
- I *hasn't* / *haven't* got a desk in my room.
- Have* / *Has* your brother got an MP3 player?  
Yes, he *have* / *has*.

- 3 Work in pairs. Ask and answer questions about what your partner and his/her family have got. Use the words in the box and your own ideas.

basketball bicycle car guitar TV website

Have you got a TV?

Yes, I have.

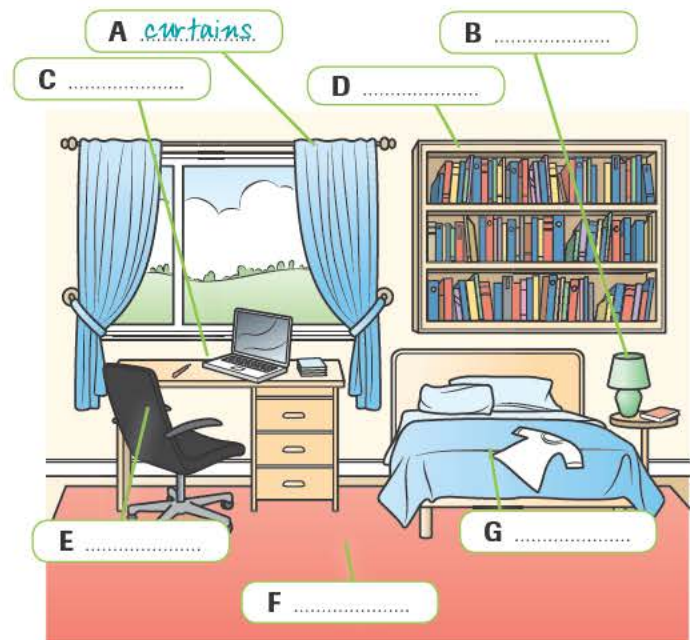
Has your dad got a car?

## Vocabulary

Furniture

- 1 Read the text and match the words in bold with the pictures (A–G).

My favourite room in the house is my bedroom. I've got a **desk** by the window, where I do my homework and play on my computer. I've got a very comfortable black **chair** to sit on. The **carpet** is red, and the **curtains** are blue. I've got a nice **bed** with a green **lamp** next to it for reading. I read lots of books, so I've got a big **bookshelf**. I'm happy when I'm in my room!



- 2 Work in pairs. Describe your room to your partner.

I've got a desk and a computer ...

## Pronunciation

/tʃ/ and /ʃ/

- a 16 Listen and repeat.

chair shirt wash kitchen  
child bookshelf

- b Underline the /tʃ/ and circle the /ʃ/ sounds.

- c 17 Practise saying the sentences. Underline the /tʃ/ and /ʃ/ sounds. Then listen and check.

- Sharon is in the kitchen. She's washing my shirt.
- Charlie is sitting on a chair. He's watching a football match.

## Speaking Part 1

### Exam information

- In the last part of Speaking Part 1, the examiner will ask you to speak about something. The examiner will say *Tell me something about ...*
- You should say at least three things about this subject.

- 1 Listen to two students answering the examiner in Speaking Part 1. Then answer the questions.

- What does the examiner want to know about?
- How many things does each student talk about?

- 2 Write true things to complete each answer.

- Tell me something about your school.  
It's a big school. It's got a swimming pool.

I like it.

- Tell me about your English teacher.  
His/Her name is

- Tell me something about your favourite hobby.  
My favourite hobby is

- Tell me about your family.

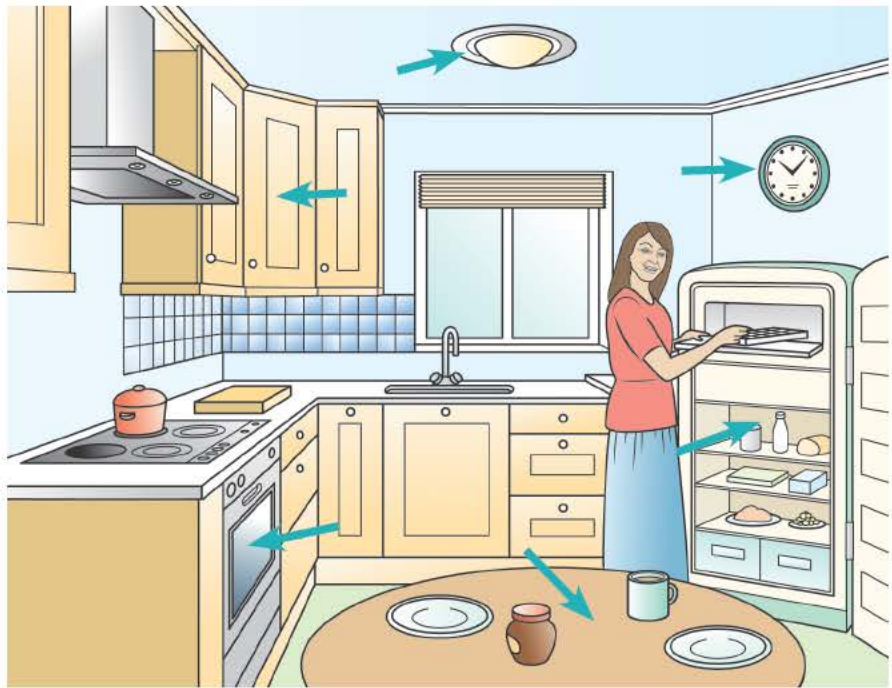
- 3 Work in pairs. Take turns to ask and answer the questions in Exercise 2. Think of one more thing to ask your partner.

## Writing Part 6

### Exam information

- There are five sentences.
- Each sentence describes a word.
- You must write the word next to each sentence.
- You must spell the word correctly.
- The first letter of the word is given.
- There is one space for each letter in the word.

- 1 Look at the picture. How many things can you name?



Use a dictionary to help you find out what things are called.

- 2 Work in pairs. Read the descriptions in Exercise 3. Underline the key words.

- 3 Read the descriptions of some things you can find in a kitchen. What is the word for each one? The first letter is already there. There is one space for each other letter in the word.

- You use this to make hot meals. c o o k e r
- If you want to know the time, you need to look at this on the wall. c \_ \_ \_ \_
- You put food and drinks in here to keep them cold. f \_ \_ \_ \_
- When it is dark in your room, you turn this on. l \_ \_ \_ \_
- People keep plates and bowls in here. c \_ \_ \_ \_
- You sit on a chair and eat meals at this. t \_ \_ \_ \_

- 4 Work in pairs. Write a description of something you can find in a house. Can your partner guess what it is?

I've got one on my desk. I write emails on it.

A computer.



# Vocabulary and grammar review Unit 1

## Grammar

- 1 Complete the email with the present simple form of the verbs in brackets.



Hi  
My name (1) be (be) Carla. I (2) .....  
(live) in England with my family. I (3) .....  
(have) a brother called Sam. I (4) .....  
(not have) any sisters. I (5) ..... (love)  
dancing. Sam (6) ..... (love) sports, but he  
(7) ..... (not like) school. I think school  
(8) ..... (be) OK, but I (9) ..... (not like)  
sports. My parents (10) ..... (be) teachers.  
They (11) ..... (not work) at our school.  
I (12) ..... (be) happy about that!  
Write soon!  
Carla

- 2 Put the adverbs of frequency in the correct place.

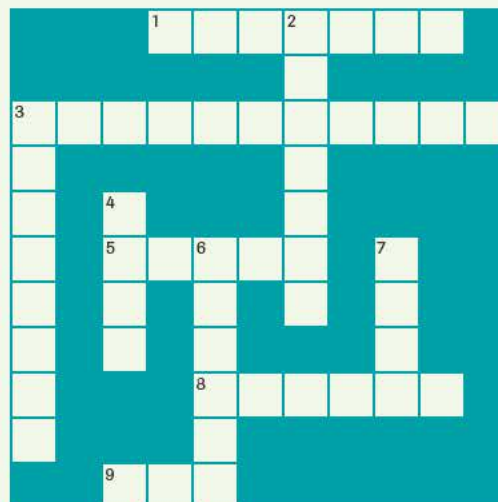
- never
- I am late for school. (never)
  - We go shopping in the evening. (often)
  - My dad has breakfast at 7.30 am. (usually)
  - Dan does the washing-up. (never)
  - Do you do your homework in the morning? (often)
  - I forget to have lunch. (sometimes)
  - Maths lessons aren't fun. (usually)
  - Soraya is happy! (always)

## Vocabulary

- 3 Complete the number lists. Write the correct numbers in the spaces.

- three, four, five, six, seven, eight, nine
- eight, ten, ....., fourteen, sixteen
- ninety, ....., seventy, sixty, fifty
- twenty, ....., thirty, thirty-five, forty
- thirteen, twelve, ....., ten, nine, eight
- one hundred, one hundred and ten, ....., one hundred and thirty
- twenty-two, thirty-three, ....., fifty-five, sixty-six
- three, six, nine, twelve, ....., eighteen

- 4 Complete the crossword with family members.



### Across

- My father is my mother's ...
- My mother's mother.
- My dad's brother.
- My parents' daughter.
- My brother is my mother's ...

### Down

- My parents' son.
- My brother is my grandfather's ...
- My mother's sister.
- My uncle's daughter.
- My mother is my father's ...

# Vocabulary and grammar review Unit 2

## Grammar

- 1 Complete the conversation with the present continuous form of the verbs in brackets.



Mum: Where's Susan?  
 Simon: She (1) *'s playing* (play) basketball with Marta.  
 Mum: (2) ..... (they / play) in the garden?  
 Simon: No, they aren't. They (3) ..... (play) in the park.  
 Mum: Oh, OK. (4) ..... (you / do) anything important at the moment?  
 Simon: Yes, I (5) ..... (do) my homework.  
 Mum: What about John. (6) ..... (he / do) homework, too?  
 Simon: No. He (7) ..... (not do) anything. He (8) ..... (watch) TV.  
 Mum: Oh good. He can help me make dinner!

- 2 Put the words in the correct order.

1 three brothers / has / Greg / got  
*Greg has got three brothers.*  
 2 haven't / your / I / got / pen  
 .....  
 3 got / All my friends / laptops / have  
 .....  
 4 black hair / My grandfather / got / hasn't  
 .....  
 5 got / You / a nice room / have  
 .....  
 6 you / my book / Have / got ?  
 .....  
 7 got / a car / We / haven't  
 .....  
 8 sister / a big desk / got / Has / your ?  
 .....

## Vocabulary

- 3 Draw the correct times on the clocks.

1



a quarter to four

2



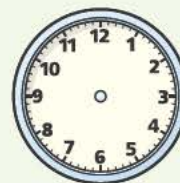
three o'clock

3



twenty to five

4



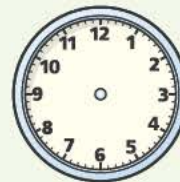
half past eleven

5



a quarter past twelve

6



ten past six

- 4 Put the letters in the correct order to make words for rooms and furniture.

1 LAHL ..... *hall*  
 2 DEB .....  
 3 MOTHBORA .....  
 4 SKED .....  
 5 THICNEK .....  
 6 MOREBOD .....  
 7 HARCHI .....  
 8 BETAL .....

- 5 Put the words from Exercise 4 in the correct column.

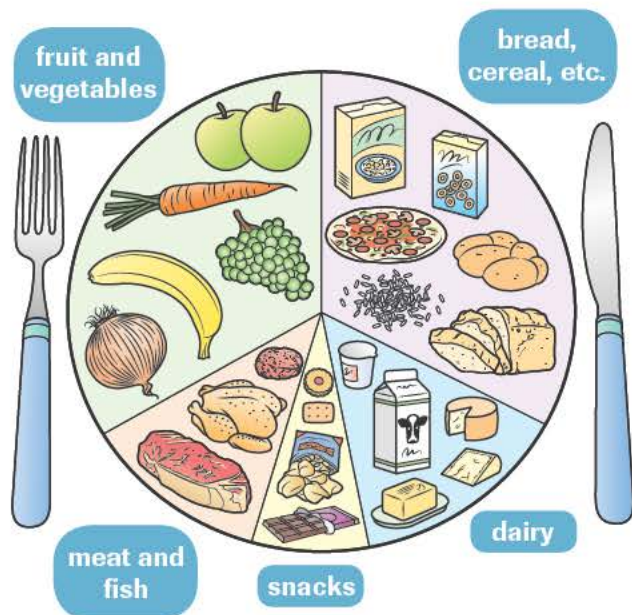
| rooms       | furniture |
|-------------|-----------|
| <i>hall</i> |           |
|             |           |
|             |           |
|             |           |



# Unit 3 I'm hungry!

## Starting off

- 1 Work in pairs. Look at the chart. How many of the foods can you name?



- 2 Look at Jenny's food diary for yesterday. Match the food with items in Exercise 1 where possible.

| FOOD DIARY |       |                          |
|------------|-------|--------------------------|
|            | Time: |                          |
| Breakfast: | 7.20  | bread, orange juice      |
|            | 11.15 | chocolate bar            |
| Lunch:     | 1.00  | burger, chips, ice cream |
|            | 3.00  | doughnut                 |
| Dinner:    | 7.00  | chicken, potatoes, bread |

- 3 Is Jenny's diet healthy? Why? / Why not?
- 4 Write your own food diary for yesterday in your notebook. Compare it with a partner.

## Reading Part 2

### Exam information

- Reading Part 2 tests your vocabulary
- There are five multiple-choice questions
- You must choose between three possible answers: A, B or C.
- All of the sentences are about one topic.

- 1 Read the definition from the *Cambridge Essential English Dictionary* and look at the picture of the birthday celebration. Write down the foods that you see.

### celebrate verb

to have a party or a meal because it is a special day or something good has happened *noun* celebration



- 2 What special food do you eat when you celebrate something?

- 3 Read the questions in Exercise 4. What is the topic?
- 4 Read the sentences about a birthday cake. Choose the best word (A, B or C) for each space. Use the questions in *italics* to help you.

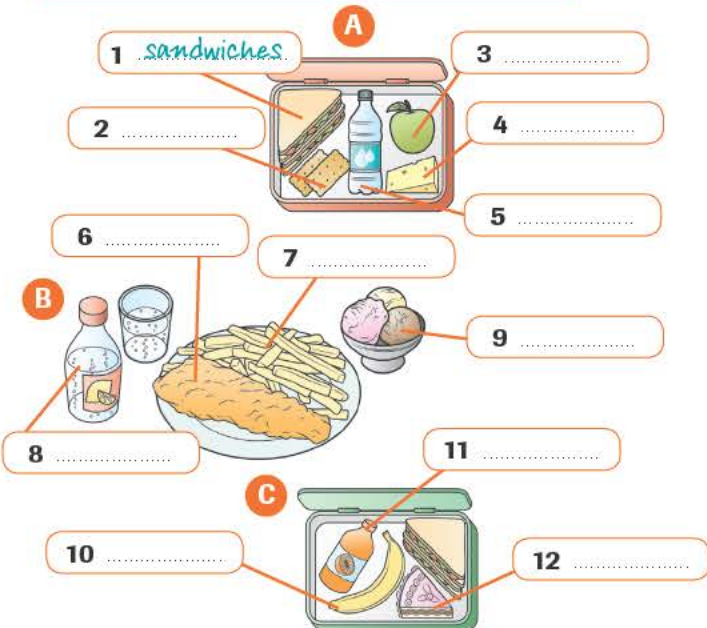
- 1 My brother asked me to ..... a chocolate cake for his birthday.  
A put      **B make**      C how  
*Which verb goes with 'a cake'?*
- 2 I agreed because cooking is my ..... hobby.  
A good      B excellent      C favourite  
*Which word means 'I prefer this'?*
- 3 He ..... all his friends to the party.  
A invited      B phoned      C said  
*Which verb means 'to ask'?*
- 4 When the cake was ..... I put it on the table.  
A real      B right      C ready  
*Which word do we use to say that something is finished?*
- 5 Everybody had a ..... of the cake.  
A half      B piece      C some  
*Can you say a half of a cake?*
- 6 My brother was very ..... because everyone loved it.  
A interesting      B lovely      C happy  
*Which word describes how you feel when you are pleased?*

## Vocabulary

### School lunches

- 1 Label the food with the words in the box.

apple   banana   biscuits   cheese   chips  
cake   ice cream   fish   lemonade  
mineral water   orange juice   sandwiches



- 2 19 Listen to three students talking about their school lunches. Match the names with lunches A–C in Exercise 1.

Becky ..... Mark .....  
Tina .....

- 3 Work in pairs. Tell your partner what you have for lunch at school.

I always have sandwiches. I usually drink ...

## Pronunciation

/s/, /z/, /ɪz/

- a 20 Listen to the sentence below. Underline the end-of-word 's' in each word. Notice how they sound different.

The dog wants the boy's sandwiches.

| /s/   | /z/   | /ɪz/       |
|-------|-------|------------|
| wants | boy's | sandwiches |

- b 21 Listen and put the words in the correct column.

apples   chips   dishes   fridges   likes   onions

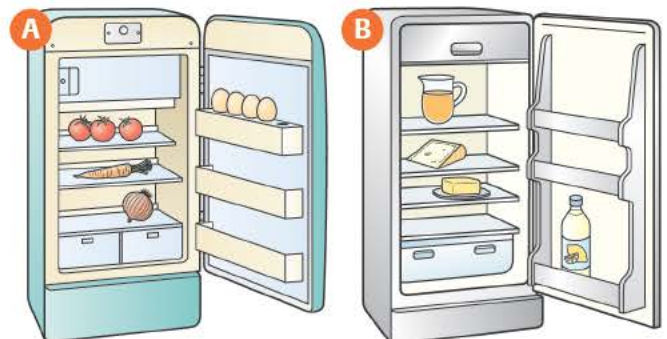
## Grammar

### Countable and uncountable nouns

▶ page 108 Grammar reference: Countable and uncountable nouns

- 1 Look at the fridges and read the statements. Match the fridges with the people.

Jane: I've got some cheese, butter, orange juice, and lemonade in my fridge. Fridge .....  
John: I've got three tomatoes, an onion, a carrot, and four eggs in my fridge. Fridge .....





- 2 Whose fridge on page 23 is full of countable food?  
Whose is full of uncountable food?

- 3 Complete the rules with these phrases.

do not take *a/an* or a number  
have a singular and a plural form  
do not have a plural form  
can take *a/an* or a number

#### Countable nouns

- .....
- .....

*I've got two oranges, a banana and an apple.*

#### Uncountable nouns

- .....
- .....

*There is cheese in the cupboard.*

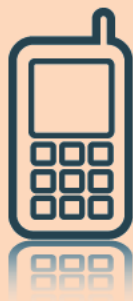
- 4 Put the words in the correct column.

burger bread grape milk tea  
biscuit rice carrot

| countable | uncountable |
|-----------|-------------|
| burger    | bread       |
|           |             |

- 5 Read the conversation and complete the rules below with the words in bold.

Mum: Hi, Mark, it's Mum. I'm in the supermarket.  
Have we got **any** cheese in the fridge?  
Mark: Let me see ... yes, we've got **some** cheese.  
Mum: OK. Have we got **any** lemons?  
Mark: No, we haven't got **any** lemons.  
Mum: Would you like me to get **some** chocolate?  
Mark: No thanks, Mum. But can you get **some** biscuits?  
Mum: OK.



- We usually use **some** and ..... with plurals and uncountable nouns.
- We usually use ..... in affirmative sentences, offers and requests.
- We usually use ..... in negative sentences and in questions.

- 6 Exam candidates often make mistakes with *a/an*, *some* and *any*. Correct the mistakes in each of these sentences.

- Have you got ~~a~~ milk? *any milk*
- We haven't got some bread. ....
- Would you like apple? ....
- I've got any lemonade. ....
- Here are some ice cream. ....
- There are some sandwich on the table. ....
- Can I have some orange juices? ....

- 7 Complete the conversations with *a/an*, *some* or *any*. Then listen and check your answers.

Boy: I'm hungry.  
Woman: Would you like (1) *a* apple?  
Boy: No thanks. I don't like apples. Can I have (2) ..... cheese?  
Woman: Sorry, no, we haven't got (3) ..... cheese. But there are (4) ..... biscuits in the cupboard.  
Boy: Great! I'll have (5) ..... biscuit, please.

Girl: I'm thirsty.  
Man: There's (6) ..... milk in the fridge.  
Girl: I don't like milk. Can I have (7) ..... lemonade?  
Man: No, we haven't got (8) ..... lemonade. But there is (9) ..... mineral water in the fridge.  
Girl: OK. I'll have (10) ..... glass of mineral water.

- 8 Work in pairs. Act out the conversations in Exercise 7. Replace the words in bold with different food and drink.

*banana, pizza, sandwich  
orange juice, cans of cola, grape juice*

## Listening Part 5

- 1 Discuss these questions in pairs.

- What kind of clubs do you have at school?
- Do you learn to cook at school or at home?

#### Exam information

- In Listening Part 5 you will hear one person speaking.
- There are five questions plus an example.
- You must write five pieces of information on the question paper.
- The information can be numbers, words, prices, dates, times or names.

2 Match the questions (1–5) in Exercise 3 with the answer types (a–f).

- a day/date ..... 0 ..... c name ..... e time .....  
b food ..... d number ..... f price .....

3 23 You will hear a headteacher talking to the school. Listen and complete each question.

## School COOKING CLUB

Begins: (0) Monday 3<sup>rd</sup> March

Start time: (1) ..... pm

Room: (2) .....

Learn to make: (3) pizza, pasta, and .....

Cost of club: (4) £..... per week

More information from: (5) Mrs .....



## Grammar

*How much / many; a few, a little, a lot*

page 109 Grammar reference: *How much / many; a few, a little, a lot*

1 24 Becky wants to make a pizza at the school cooking club. Listen and complete the conversation with words from the box.

much   many   a few   a little   a lot

Becky: Dad, I want to make a pizza tomorrow at the school cooking club.

Dad: What do you need?

Becky: Let's see – tomatoes.

Dad: How (1) many tomatoes do you need?

Becky: I need quite (2) ..... ! About eight, I think. And I need (3) ..... mushrooms and some chilies.

Dad: Chilies? Are you sure? How (4) ..... ?

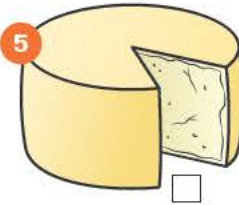
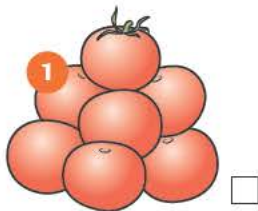
Becky: Just (5) ..... chilies. I don't want the pizza to be too hot!

Dad: OK. I think you'll need (6) ..... cheese as well. To put on top.

Becky: Yes, good idea. How (7) ..... cheese will I need?

Dad: You don't need (8) ..... . About 50 grams, I think.

2 Look at the picture. Tick (✓) the things Becky needs for her cooking club.



3 Complete the rules with *countable* or *uncountable*.

- We use *How many* with ..... nouns.
- We use *How much* with ..... nouns.
- We use *a few* with ..... nouns.
- We use *a little* with ..... nouns.
- We use *a lot* with ..... and ..... nouns.

4 Circle the correct options in *italics* in each of these dialogues.

- A: How many / *much* brothers have you got?  
B: I've got seven.  
A: That's *a little* / *a lot* of brothers!
- A: How *many* / *much* juice is in the fridge?  
B: Just *a little* / *a few*. Leave some for me.
- A: How *many* / *much* apples do you eat in a week?  
B: *A few* / *A little*. About five.
- A: How *many* / *much* chocolate have we got?  
B: *None* / *A few*.
- A: How *many* / *much* sandwiches do you want?  
B: Just *a few* / *a little*, please. I'm not very hungry.

5 Work in pairs. Ask and answer *How much* / *How many* questions. Use these words in your answers: *none, a few, a little, a lot*.

How many friends have you got?

A lot.

Make a note of your partner's answers in the table and report back to the class.

| <i>have got?</i> | <i>eat?</i> | <i>drink?</i>    |
|------------------|-------------|------------------|
| friends          | fruit       | milk             |
| books            | biscuits    | bottles of water |
| music            | chocolate   | tea              |



## Vocabulary

### Food phrases

- 1 Look at the breakfast menu. What would you like to eat?

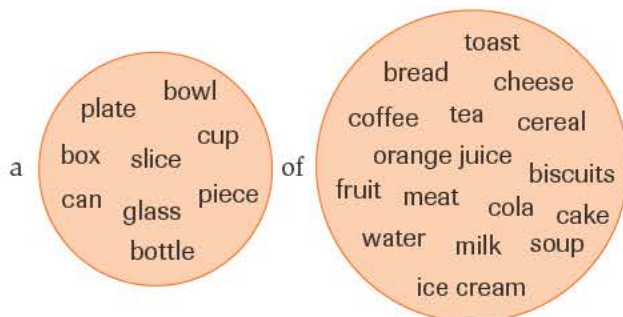
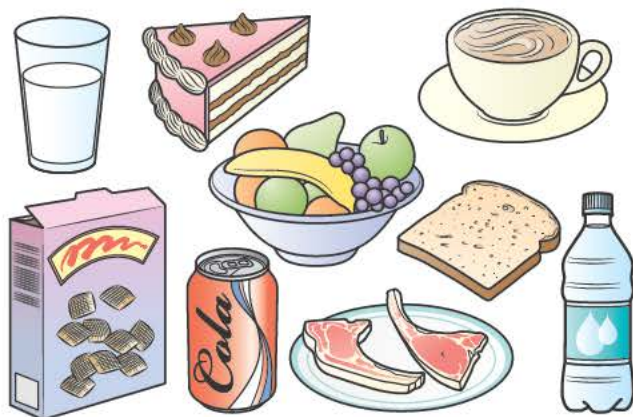
| Breakfast menu |         |       |
|----------------|---------|-------|
| cereal         | cheese  | bacon |
| toast          | sausage | cake  |
| fruit          | eggs    | B     |

---

| To drink |               |
|----------|---------------|
| tea      | juice         |
| coffee   | mineral water |
| milk     | B             |

- 2 Listen to three people talking about breakfast. Write B (Becky), T (Tina) or M (Mark) next to each menu item above.

- 3 Work in pairs. Look at the pictures, then match words from each group to make food phrases. Can you think of any more?



a cup of tea

- 4 Work in pairs. Tell your partner what you usually have for breakfast.

I usually have a slice of toast and ...

## Writing Part 7

### Exam information

- In Writing Part 7, you must complete a letter, a note or an email.
- There are ten missing words.
- You must write **one** word in each space.
- You **must** spell the word correctly.
- This part mainly tests grammar.

- 1 Read the texts below quickly. What kind of texts are they?

- 2 Work in pairs. Look carefully at the words before and after each space. What kind of word fits?

a verb, e.g. *know, like, be*

a quantifier, e.g. *many, few, little*

a preposition, e.g. *on, of, at*

a pronoun, e.g. *I, you, me*

a question word, e.g. *When, What, How*

- 3 Complete the letters. Write ONE word for each space.

Hi, Sue

It's my birthday (0) on Friday. Would you (1) ..... to come to my house for dinner? My mum says I can invite a (2) ..... friends. Tom and Sofie (3) ..... coming. It's going to (4) ..... fun!

You don't (5) ..... to bring anything to eat or (6) ..... . There will be lots (7) ..... pizza and lemonade!

I hope you can come. Please write soon, or call (8) ..... on my mobile.

Love,  
Teri

Hi, Teri

Thank you (9) ..... your letter. Yes, I would love to come to dinner at your house! (10) ..... time should I arrive?

Love,  
Sue

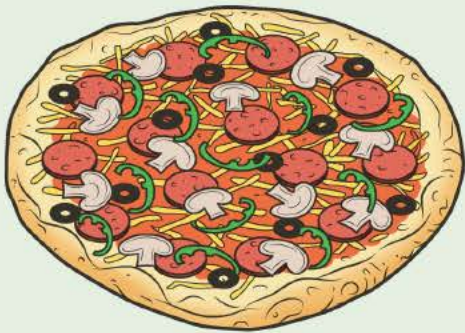
## Speaking Part 2

### Exam information

- In Speaking Part 2, you must talk to your partner.
- The examiner will give you each a card.
- Your card will have some information on it.
- Your partner's card will have some words to make five questions about the information on your card.
- You must answer your partner's questions.
- When you have finished, the examiner will give you two different cards.
- This time you will ask the questions and your partner will answer them.

- 1 Look at the information card. Match the questions (1–6) with the correct part of the information card (A–F).

### Cooking classes



A \_\_\_\_\_ Julia Smith

C \_\_\_\_\_ Mondays

E \_\_\_\_\_ £12 for three lessons

B \_\_\_\_\_ York Hall, New St

D \_\_\_\_\_ 7.30 – 8.30

F \_\_\_\_\_ Want to know more? Call 9800992

- Who is the teacher? A
- How much are the lessons? .....
- Where are the classes? .....
- How can I get more information? .....
- When are the classes? .....
- What time are the classes? .....

- 2 Complete the rules with *Who*, *When*, *Where*, *What* and *How*.

- We use *What time* and ..... to ask about time.
- We use ..... to ask about people.
- We use ..... to ask about place.
- We use ..... to ask about the way things are.
- We use ..... *much* to ask about the price.

- 3 Put the words in the correct order to make questions. Then match the questions with the answers (a–f).

- is / Where / the museum  
*Where is the museum? d*
  - the lesson / start / does / What time
  - cost / it / How much / does
  - teaches / Who / the class
  - your birthday / is / When
  - is / What day / the competition
- a 8.30 pm.  
b February 23rd.  
c Mr Jones.  
d In East Street.  
e £10.  
f Friday.

- 4 Work in pairs.

Student A

Complete the role card below. Use your own ideas. Then answer your partner's questions.

A

## CAKE MAKING



Where: .....

Day: .....

Time: .....

Prize: .....

Cost: .....

Student B

Write questions using these prompts. Then ask your partner the questions.

B

## CAKE MAKING



• where / competition ?

• what / day ?

• start time ?

• prize ?

• how much ?



# Unit 4 You look great!

## Starting off

- 1 Look at the pictures. Where is each person shopping? Match the places with the pictures A–C.

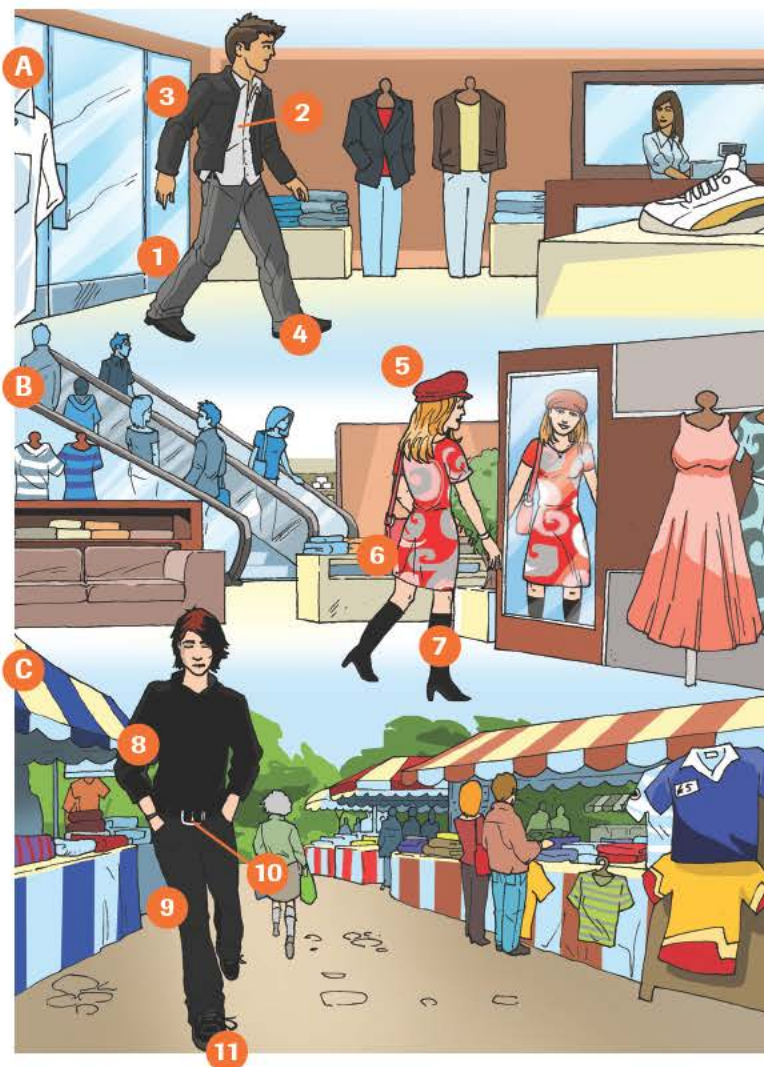
1 a market 2 a shop 3 a department store

- 2 Match the clothes (a–k) with the numbered items (1–11) in the pictures.

a belt 10 e jacket 3 i trainers 11  
 b boots 7 f jeans 4 j trousers 9  
 c dress 6 g shirt 2 k sweater 5  
 d hat 1 h shoes 8

- 3 Work in pairs. Discuss these questions.

- How often do you go shopping for clothes? Do you like it? Why? / Why not?
- What do you usually wear: a) at the weekend b) to school c) at home?
- What's your best friend wearing today?



## Listening Part 2

- 1 Read the definition from *The Cambridge Essential English Dictionary*.

**fancy dress** noun [U] UK

special clothes that people wear for a party, which make them look like a different person

- 3 Work in pairs. Imagine you are going to a fancy dress party. Discuss what you are wearing.

- 2 Look at the picture. Who isn't in fancy dress? Do people wear fancy dress in your country? When?





### Exam information

- You will hear a conversation between two people.
- You must match the things in the list on the right (A–H) with the words or names in the list on the left (1–5).
- Two of the words in the second list are not used.
- You will hear the conversation twice.

For each question, you will often hear two things from the list mentioned. Only one of these is correct.

4 26 Listen to the first part of the conversation. Which two items are mentioned from the list A–H below? Which item is Sam wearing?

5 27 Listen to Sam and Sue talking about their friends at a fancy dress party. What is each person wearing? For questions 1–6, write a letter A–H next to each person. You will hear the conversation twice.


| People   |          | Clothes  |
|----------|----------|----------|
| 1 Sam    | <u>D</u> | A boots  |
| 2 Les    | —        | B coat   |
| 3 Amy    | —        | C dress  |
| 4 David  | —        | D hat    |
| 5 Debbie | —        | E jeans  |
| 6 Tony   | —        | F scarf  |
|          |          | H tights |
|          |          | G tie    |

## Grammar

### Present continuous v. present simple


▶ page 109 Grammar reference: Present continuous v. present simple

1 Read the online conversation. Underline the present continuous verbs, and circle the present simple verbs.




**David Jones**  
is having great fun at Sam's fancy dress party!  
10 minutes ago

---



**Jake Thomas**  
You are lucky. Sam always has great parties.  
7 minutes ago


---



**Julie Green**  
What are you wearing, David?  
6 minutes ago


---

**David Jones**  
I'm wearing a pirate costume. Look!



2 minutes ago

---



**Julie Green**  
I love it!  
1 minute ago

2 Work in pairs. Are these statements true (T) or false (F)?

- David is wearing a pirate costume.
- David usually wears a pirate costume.
- Sam is having a party.
- People always enjoy Sam's parties.

3 Complete the rules about the present continuous and present simple with options a–c below.

- We use the present continuous to talk about .....  
*I'm enjoying this party!*
  - We use the present simple to talk about .....  
*She usually drinks coffee.*
  - We also use the present simple to talk about .....  
*We love this music.*
- a states, e.g. *be, like, hate, have, want, love, know, understand*  
b things that are happening now  
c things that happen a lot, or usually

4 Circle the correct option in *italics* in each of these sentences.

- Listen! Tanya *plays* / *is playing* the piano.
- I *don't usually wear* / *'m not usually wearing* jeans.
- Do you *know* / *Are you knowing* my sister?
- We *have* / *'re having* a great time at the moment.
- You *don't understand* / *aren't understanding* this.
- Maria can't speak now. She *has* / *is having* her dinner.

5 Work in pairs. Take turns to ask and answer the questions.

- What music / you / usually / listen to ?
- your dad / often / wear / jeans ?
- you / enjoy / this exercise ?
- What time / you / usually / go to bed ?
- What / you / think about / at the moment ?
- What / the teacher / do / now ?

What music do you usually listen to?

I usually listen to pop music.



## Vocabulary

### Adjectives

1 Match the adjectives with their opposites.

light small expensive dirty short new

cheap large long clean old dark

light - dark

2 Complete the sentences with adjectives from Exercise 1.



1 Only 3 Euros for a jacket? That's very cheap!



2 These gloves are very old. I need new ones.



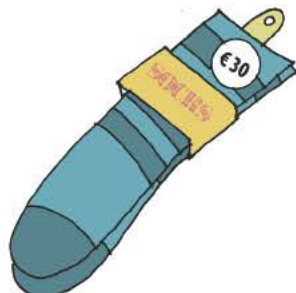
3 I can't put this sweater on. It's really small.



4 Your shirt is dirty.



5 When you ride your bike at night, it is not safe to wear dark colours.



6 30 Euros for a pair of socks. That's expensive!

3 Look around the room. Write four true statements about what you see. Use four adjectives from Exercise 1.

The teacher has got dark hair.

## Pronunciation

### /ɪ/ and /i:/

a 28 Listen to this sentence. Underline the /ɪ/ sounds and circle the /i:/ sounds.

My big sister's jeans are clean.

b 29 Put the words in the box into the correct column. Then listen and check your answers.

see jacket cheap T-shirt expensive  
these this

| /ɪ/           | /i:/           |
|---------------|----------------|
| big<br>sister | jeans<br>clean |

## Reading Part 5



1 Work in pairs. Discuss these questions:

- Which superheroes are in the picture?
- What are they wearing?
- Who's your favourite superhero?
- What are their superpowers?

2 Reading Part 5 often contains a question with linking words. Match the questions (1-4) with the explanations (a-d).

- My favourite superhero is Spiderman because he's great at climbing buildings.
  - I don't read superhero comics, but I enjoy watching the films.
  - Everyone in my family knows I love comics, so I always get lots for my birthday.
  - Who do you like best, Superman or Batman?
- We use *but* to join two different statements together.
  - We use *because* to give a reason for something.
  - We use *or* between two possibilities.
  - We use *so* to say that something is the reason why something happens.



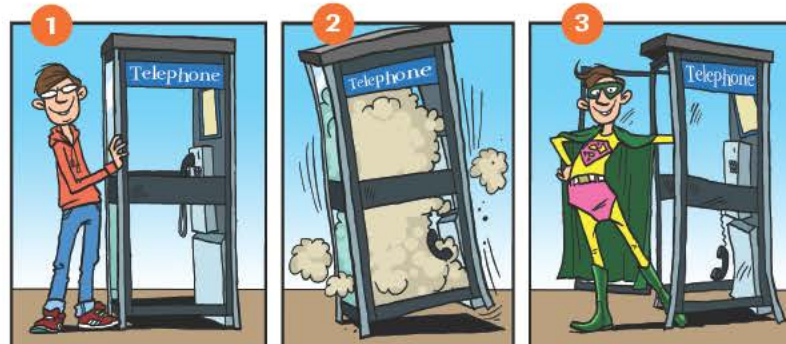
- 3 Read these extracts from the *Cambridge Essential English Dictionary*.

**put on** phrasal verb 1

CLOTHES to put clothes or shoes onto your body. *You'd better put on your coat, it's cold outside.*

**take off** phrasal verb 1

REMOVE to remove something. If you're hot, take off your jacket.



What is the boy doing in picture 2?  
Use the verbs above.

- 4 Read the article below quickly. What do many superheroes have?

**Exam information**

- Reading Part 5 tests grammar.
- You must complete a short text.
- You must choose the correct answer, A, B or C, for each space.
- There are eight questions plus one example.

- 5 Read the article about superheroes. Choose the best word (A, B or C) for each space.

# Superheroes

You can read (0) ..... superheroes in comics, watch them in cartoons or play with them in computer games. Superheroes (1) ..... special costumes and have a (2) ..... of superpowers. Most of them can fly, some can walk up walls, and (3) ..... have X-ray eyes.

Many superheroes have a job that they do (4) ..... day. For example, Wonder Woman is a teacher and Superman writes for a newspaper. (5) ..... they hear about a problem somewhere, they immediately change into their costumes and fly off to help save the world.

Nobody ever sees a superhero's real face (6) ..... they wear these costumes. They look good but they are also (7) ..... difficult to put on and take off. That is (8) ..... changing clothes quickly is a superhero's most important superpower!

- |                  |          |           |
|------------------|----------|-----------|
| 0 <b>A</b> about | B on     | C more    |
| 1 A wear         | B wears  | C wearing |
| 2 A many         | B lot    | C few     |
| 3 A any          | B this   | C others  |
| 4 A one          | B the    | C every   |
| 5 A As           | B When   | C So      |
| 6 A because      | B but    | C and     |
| 7 A very         | B enough | C such    |
| 8 A what         | B how    | C why     |

## Grammar

### too and enough

▶ page 110 Grammar reference: too and enough

- 1 30 Read and listen to a conversation in a party shop. Write the correct words in the spaces.

Girl: Oh dear. I think this hat is too (1) .....  
Shop assistant: You're right. It isn't (2) ..... enough.

- 2 Match the conversation in Exercise 1 with the correct picture.



- 3 Work in pairs. What is the problem with the hat in the other picture? Write two sentences.

- 4 Circle the correct word in *italics* to complete the rule.

We use 'too' *before / after* the adjective.

We use 'enough' *before / after* the adjective.



- 5 Complete the sentences with an adjective from the box and *too* or *enough*.

clean ~~cold~~ expensive fast heavy old

- Look at the snow! It's *too cold* to go out today.
- Sam is only twelve. She isn't ..... to drive a car.
- I can't carry this. It's .....
- He isn't ..... to win this race.
- I can't buy that jacket because I've only got £10. It's .....
- You can't wear those jeans. They aren't .....

- 6 Work in pairs. Imagine you are buying a birthday present for your friend. Use *too* or *not ... enough* to say what is wrong with these ideas.

a banana a horse a house a motorbike

Let's buy Peter a horse!

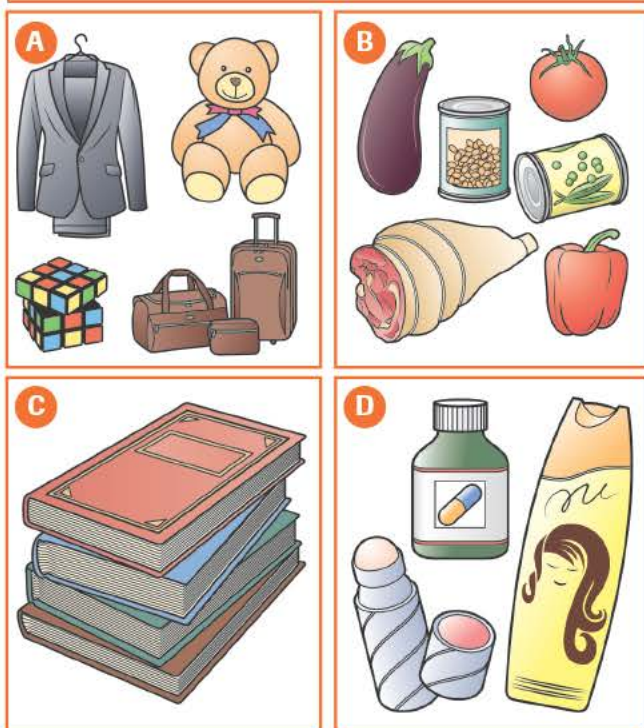
No, a horse is too big.

## Vocabulary

### Shops

- 1 Where can you buy the things in the pictures?

bookshop chemist department store supermarket



- What other things can you buy in these places?
- Work in pairs. How often do you visit these places? What do you usually buy there?

## Speaking Part 2

### Exam advice

- In Speaking Part 2, always speak to your partner – not the examiner.
- Listen carefully to your partner's questions.
- Try to answer in full sentences. Do not just read the information on the card.

- 1 31 Listen and complete the examiner's instructions.

In the next (1) ....., you're going to talk to each other. Marco, here's some (2) ..... about a fashion show.

Maria, you don't (3) ..... anything about the fashion show, so ask Marco some questions about it. Use these words to (4) ..... you. Do you (5) ..... ?

- 2 Work in pairs. Look at this advertisement for a fashion show. What questions do you need to ask to get the information in bold? Use the words on the card below.

*What day is the fashion show?*

## Fashion show!



At Westgate Shopping Centre  
 Designs by **students at St Henry's**  
**Saturday 14<sup>th</sup> July**  
**12.30 pm – 3.00 pm**  
 Tickets **£4**  
 Café open for drinks and **sandwiches**.

## Fashion show!



- day ?
- time / finish ?
- where ?
- how much ?
- designer ?
- food ?

- 3 32 Now listen to Marco and Maria doing Speaking Part 2. Were your questions the same?

4 Work in pairs.

Student A. You don't know anything about the Superhero exhibition. Ask Student B about it.

## Superhero Exhibition

- where ?
- open Sunday ?
- expensive ?
- what / see ?
- closing time ?



Student B. Answer Student A's questions.

## Superhero Exhibition

Come to the CARTOON MUSEUM!  
New exhibition – Superheroes of the 20th Century



Art and Costumes from the USA

**Free Entry!**

Open 9.00 am – 5.00 pm Monday – Saturday

## Writing Part 9

### Exam advice

- Exam candidates often make mistakes with punctuation and capitalisation.

Remember:

- Put a full stop ( . ) at the end of every sentence.
- Use CAPITAL letters correctly.

1 Read the email from Sally below. Find examples of capital letters used:

- 1 with people's names
- 2 with names of places
- 3 with countries
- 4 at the start of a sentence
- 5 with days
- 6 with months

|  |
|--|
| From: Sally  |
| To: Suzi   |
| Hi, Suzi   |
| Do you want to go to London with me on Saturday?                             |
| I'm looking for new shoes to wear for Julia's party.                         |
| Her birthday is in March, like yours. Her parents are taking her to America! |
| Sally  |

2 Read Suzi's message to her friend. Correct her punctuation.

hi Julia  
i'm in macy's department store in town i'm with  
my friend sally she's looking for a new pair of  
shoes and i'm helping her  
love  
suzi

3 You are shopping in town with your friend. Write a message to your mother.

Say:

- where you are
- who you are with
- what you are doing there.



# Vocabulary and grammar review Unit 3

## Grammar

1 Circle the correct option in *italics* to complete these sentences.

- Have we got any bread / breads?
- Here's *an* / some apple.
- There's *a* / some dog in the garden.
- Would you like *a* / some cheese?
- We haven't got *some* / any lemonade.
- Is there any *milk* / milks in the fridge?
- I've got *some* / any eggs.
- Can I have some *teas* / tea, please?

2 Write the questions. Use *How much* or *How many*.

- How many sisters have you got?  
I've got two sisters.
- .....  
There's one litre of milk in the fridge.
- .....  
I drink two bottles of water every day.
- .....  
There are twenty-two students in class 3B.
- .....  
She eats a lot of chocolate.
- .....  
I haven't got any money.

3 Choose the correct option A, B or C.

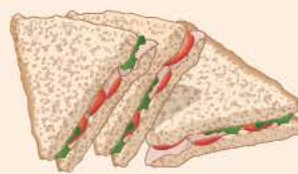
- I think this soup needs ..... salt.  
A a little    B a lot    C a few
- Daniel knows ..... of people!  
A a little    B a lot    C a few
- Can I have ..... biscuits, please?  
A a little    B a lot    C a few
- Do you want ..... cheese on your pasta?  
A a little    B a lot    C a few
- Quick! We haven't got ..... of time.  
A a little    B a few    C a lot
- There are ..... things I need to buy today.  
A a little    B a few    C a lot

4 Exam candidates often make mistakes with countable and uncountable nouns. Correct the mistakes in each of these sentences.

- There ~~are~~ a lot of food on the table. .... is .....
- Can I have a pencil and a paper? .....
- I want to buy some new T-shirt. ....
- My house has seven room. ....
- Do we have a bread? .....
- We haven't got any homeworks tonight! .....

## Vocabulary

5 Label the pictures.



1 .....



4 .....



2 .....



5 .....



3 .....

6 Circle the odd one out.

- apple mushroom juice grape
- ice cream tea lemonade water
- onion fish carrot tomato
- sausage bacon burger biscuit
- cake chocolate pizza ice cream
- meat milk cheese butter

7 Complete the food diary with words from the box.

cups    plate    bottles    bowl (x2)  
slices    pieces

|           |            |  |
|-----------|------------|--|
| WEDNESDAY | Breakfast: | two (1) <u>slices</u> of toast<br>one (2) ..... of cereal<br>two (3) ..... of coffee |
|           | Lunch:     | one (4) ..... of meat with chips<br>two (5) ..... of mineral water                   |
|           | Dinner:    | one (6) ..... of soup<br>one pizza<br>three (7) ..... of cake                        |

# Vocabulary and grammar review Unit 4

## Grammar

- 1 Circle the correct option in italics to complete the email.



Hi, Maria

I (1) am / *am being* very happy that you are my new friend. I (2) *am* / *am being* 14 years old and I (3) *live* / *am living* in London. I (4) *love* / *am loving* music. At the moment I (5) *listen* / *'m listening* to the new Pixie Lott album. I always (6) *listen* / *am listening* to music when I am at home. (7) *Do you like* / *Are you liking* music? I (8) *send* / *'m sending* you some photos of my family now. Please send me some of yours.

Jenny

- 2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

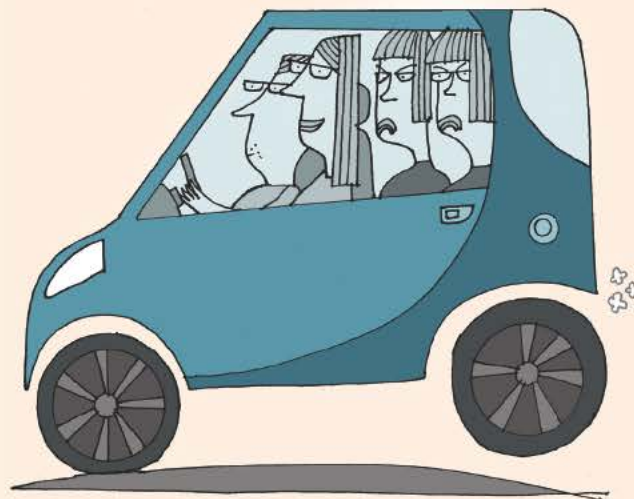
- Simone plays (play) football every day.
- Look! Your father is dancing (dance)!
- I don't understand (not understand) this question.
- That's strange. Martin isn't wearing (not wear) socks today.
- Do you like (you/like) my new boots?
- What book is Leila reading (Leila/read) now?

- 3 Rewrite the sentences. Use *too* or *enough* and the adjective in brackets.

- This shirt is too small. (large)  
This shirt isn't large enough.
- I'm not tall enough. (short)  
.....
- These exercises are too easy. (hard)  
.....
- It isn't safe enough. (dangerous)  
.....
- The end of this film is too sad. (happy)  
.....
- This car is too slow. (fast)  
.....

## Vocabulary

- 4 Complete the sentences with the opposite of the adjectives in bold.



- Our new car isn't **large**. It's small.
- That isn't **cheap**! It's .....
- This room is ..... It isn't **dark**.
- Put on a **clean** pair of jeans. Those are too .....
- My bike is really **old**. Can I get a ..... one for my birthday?
- Sam's hair is very ..... I prefer it **short**.

- 5 Complete the words to make items of clothing or shops.

- h a t
- h i t
- o k o o
- ser er
- tra u er s
- ss
- s h r a k er
- s h o s
- w o r h o u s
- e i t
- hts
- j u c e er



# Unit 5 She's the winner

## Starting off

- 1 Match the words with the pictures of sports from the Youth Olympics.

badminton    basketball    cycling    football  
gymnastics    judo    table tennis

- 2 Listen to a competitor in the Youth Olympics talking about sport. Complete the information.

Name: Xuan

Nationality: *Chinese*

Most popular sport in her country:

Her favourite sport:

- 3 Work in pairs. What is your favourite sport? Why?

## Reading Part 3a

### Exam advice

Before you choose the best answer to complete the conversation:

- Decide where the conversation is happening.
- Try to think of an answer before you read the three different options.

- 1 Match the questions and statements (1–6) with the places where somebody said them (a–f).

- Excuse me. Where is the football stadium?
- Can I go out this evening, Dad?
- Can you all give me your homework now, please?
- Have you got this T-shirt in a larger size?
- That was a really boring film!
- Hello. Can I speak to Mr Jones, please?

- In a shop.
- In the street.
- Outside a cinema.
- At home.
- On the phone.
- In school.



The first Youth Olympic Games were in Singapore in 2010. They are for athletes aged 14–18. They happen every four years.



- 2 Work in pairs. Think of a response to each of the questions and statements in Exercise 1.

- 3 In your pairs, look at the first line of each question in Exercise 4. Think about where the conversation is happening. Try to think of a response to each one.

- 4 Choose the correct answer, A, B or C.

- This is a really exciting match!  
A Me too.  
B That's OK.  
C Yes, it is.
- What's your new sports teacher like?  
A Basketball and volleyball.  
B Every day.  
C Really nice, I think.
- What shall we do when we get to the sports centre?  
A We'll walk there.  
B We can play table tennis.  
C We'll do some of them.
- I'm bored. Let's go swimming.  
A It's great.  
B I'll do it.  
C Good idea.
- Can I try these trainers in a larger size?  
A I'll check for you.  
B That will be lovely.  
C I think you will be.

## Grammar

### Comparatives and superlatives

▶ page 111 Grammar reference: Comparatives and superlatives

- 1 Do you, or does someone you know play football or basketball? How often do you/they play it? Why do you/they enjoy it?



- 2 34 Listen to Chris and Sally talking about their favourite sports. Complete the conversation with the words in the box.

best better cooler faster harder  
interesting popular

Chris: Why do you like football so much?  
Basketball is (1) better !  
Sally: No, it isn't. Football is the (2) .....  
game in the world.  
Chris: But basketball is (3) ..... and more  
exciting.  
Sally: You're joking! Football is a much more  
(4) ..... game than basketball.  
Chris: Ha ha! Why do so many football games  
finish 0-0?  
Sally: Because scoring a goal is (5) ..... in  
football than in basketball.  
Chris: In basketball they often score more than  
60 points in one game!  
Sally: Yes, I know. But football is the most  
(6) ..... game in the world.  
Chris: I don't understand why! Basketball is  
(7) .....

- 3 Look at the adjectives you used in Exercise 2. Which ones are comparing one sport to one other sport? Which ones are comparing one sport to all sports?

#### Comparative



Football is **better than** basketball.

one sport to one other sport .....  
one sport to all other sports .....

#### Superlative



Football is **the best** sport in the world.

- 4 Circle the correct option in *italics* to complete the rules.

- We use *comparatives* / *superlatives* to compare one person or thing to another.
- We use *comparatives* / *superlatives* to compare one person or thing to its whole group,

- 5 Exam candidates often make mistakes with comparatives and superlatives. Correct the mistakes in each of these sentences.

- Biology is the more interesting subject for me.  
*Biology is the most interesting subject for me.*
- English is more easy to learn than Chinese.
- Amanda has the beautifulest eyes.
- Children's tickets are more cheap than adults' tickets.
- I think this is the better hotel in the city.
- Mario is slowest runner in the class.

## Pronunciation

schwa /ə/

- a 35 Listen to these sentences from Grammar Exercise 2 again. Notice the schwa /ə/ sound in the underlined letters.

Basketball is better.

Scoring a goal is harder in football than in basketball.

Football is the most popular game in the world.

- b Listen again and repeat the sentences.

- c Underline the schwa /ə/ sound in these sentences.

- I'm a faster runner than your brother.
- Dan is a better basketball player than you.



- 6 Work in pairs. Complete the table by adding an adjective to describe each of your favourite things. Then say why you think your favourites are better than your partner's.

| My favourite ...   | Me                 | My partner |
|--|--------------------|------------|
| actor           | Megan Fox (pretty) |            |
| singer          |                    |            |
| sport           |                    |            |
| school subject  |                    |            |
| football team   |                    |            |
| TV show         |                    |            |

Who is your favourite actor?

Megan Fox. Who is your favourite?

Dakota Fanning. She's prettier than Megan Fox.

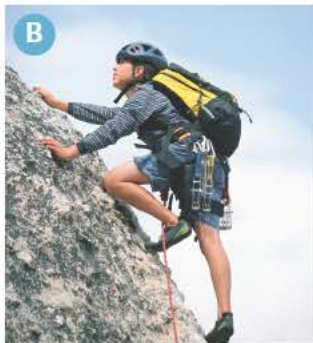
No, she isn't!

## Vocabulary

do / play / go with sports

- 1 Match the sentences (1–3) with the photos (A–C).

- They play cricket in the summer in England.
- They're doing judo.
- He goes rock climbing every weekend.



- 2 Look at the table, then complete the rules.

| play   | do         | go      |
|--------|------------|---------|
| rugby  | karate     | sailing |
| hockey | gymnastics | skating |

- We use ..... with ball games.
- We use ..... with sports ending in *-ing*.
- We use ..... with non-team sports and activities.

- 3 Put these sports and activities in the correct column in the table in Exercise 2.

baseball    gymnastics    running    surfing  
volleyball    yoga

- 4 Work in pairs. Ask your partner what sports they do.

Do you play football?

Yes, I do.

Do you do yoga?

## Listening Part 1

### Exam advice

Before you listen:

- Always read the questions carefully and underline the key words.
- Think of the English words for what you see in the pictures.
- Don't choose an answer just because you hear the word in the conversation.

You will often hear prices in Listening Part 1.

- 1 Match the prices (1–6) with the words (a–f).

- £44
  - £3.50
  - £0.60
  - £4.40
  - £75
  - £7.50
- Seventy-five pounds
  - Four pounds forty
  - Sixty pence
  - Forty-four pounds
  - Seven pounds fifty
  - Three pounds fifty

2 36 Listen and circle the correct price for each item.



1 A £33 B £13 C £30.50



2 A £66.50 B £60.50 C £55



3 A £2.50 B £4 C £5

3 Read the questions in Exercise 4 and underline the key words.

4 Work in pairs. Answer the questions in *italics*.

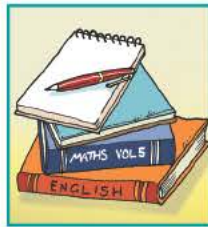
- 1 What is Simon doing now?  
*What verbs are shown in the pictures?*



A



B



C

- 2 When will they play tennis?  
*When do these parts of the day begin and end?*



A



B

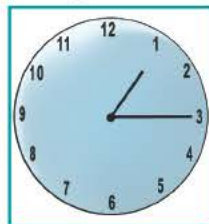


C

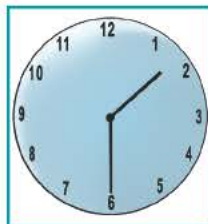
- 3 What time does Tina's football match start?  
*What times can you see on the clocks? Think of another word meaning 'start'.*



A



B



C

- 4 Where is Tom's hockey stick?  
*Where is the hockey stick in each picture?*



A



B



C

- 5 How much did the boy's skateboard cost?  
*What is the price in the pictures? What verbs mean 'give money for something in a shop'?*



A



B



C

5 37 Listen and choose the correct pictures.

## Grammar

Prepositions of time *at, in, on*

page 111 Grammar reference: Prepositions of time

- 1 Look at the definition from the *Cambridge Essential English Dictionary*.

Do you train? What do you train for?

**train** /treɪn/ verb SPORT [I, T]  
to practise a sport or exercise, often  
to prepare for a competition



- 2 Read the text about a champion swimmer. How often does she train?



On the 20th June, 2011, Krista Cepkite became the 400m swimming champion of Latvia. Then, **on** the 22nd June, she became the 800m champion, too. She was only 12 years old!

Krista lives in Dubai with her parents. She is half Latvian and half Australian. Every day **at** 5 am she goes into her parents' room to ask who is taking her to the swimming pool to train. Then she goes to school.

**In** the afternoon she goes back to the pool and trains for three hours. 'I train every day, except **on** Friday,' Krista says. 'It's hard work, especially **in** the winter when it's cold.'

What does she do **at** the weekend? 'I swim and I study. That's my life!' Krista hopes to compete in the Olympic games **in** 2016.

- 3 Look at the words in bold in the text. Then complete the rules.

- We use ..... with clock times, meals, festivals, *the weekend*.
- We use ..... with parts of the day, months, seasons (*spring, summer, autumn, winter*), years (2012).
- We use ..... with days of the week, dates (*the 4th July*), special days (*my birthday*).

- 4 Work in pairs. Take turns to make and ask each other these questions.

your birthday      school holidays

have English classes      **When ... ?**      go on holiday

wake up      do your homework      do sports

go to bed

When is your birthday?

It's on 13th May.

When do you usually wake up?

At ...

## Vocabulary

### Nationalities

- 1 Complete the sentences about people from this unit.

- Xuan is from *China*. She is .....
- Krista is from *Latvia* and her father is from *Australia*. She is ..... and .....

- 2 Complete the table.

| country    | nationality | suffix      |
|------------|-------------|-------------|
| Australia  | Australian  | -ian or -an |
| India      | (1) .....   |             |
| (2) .....  | Italian     |             |
| Mexico     | (3) .....   | -ese        |
| (4) .....  | Chinese     |             |
| Japan      | (5) .....   |             |
| Portugal   | (6) .....   | -ish        |
| Britain    | (7) .....   |             |
| Ireland    | (8) .....   |             |
| (9) .....  | Spanish     | other       |
| Sweden     | (10) .....  |             |
| (11) ..... | French      |             |
| Greece     | (12) .....  |             |

- 3 Work in pairs. Ask and answer questions about you and these famous people.



**Cristiano Ronaldo**  
– Portugal



**Usain Bolt**  
– Jamaica



**Maria Sharapova**  
– Russia



**Michelle Wie**  
– America

Where are you from?

I'm from Greece. I'm Greek.

Where is Cristiano Ronaldo from?

He's from Portugal. He's Portuguese.

## Writing Part 8

- 1 Which of the following sports would you like to try?

badminton    baseball    fishing    golf  
rugby    skiing    surfing

### Exam information

- You must read two short texts, for example an advertisement and an email.
- You must complete some notes with five pieces of information from the texts.
- The information may be dates, prices, times, names, addresses, numbers, days, etc.

- 2 Work in pairs. Look at Jack's notes. What type of information is needed for each question?

**Jack's Notes**  
**SPORTS CLASSES**

Where: (1) Canley Sports Centre

Which sport: (2) .....

Day: (3) .....

Time: (4) .....

Cost each: (5) .....

Sports centre telephone number: (6) .....

- 3 Now read the two texts below. Underline all the information types from Exercise 2.

**CANLEY SPORTS CENTRE**  
**Summer sports classes**

---

**badminton**  
Wednesday or Saturday  
10 am and 6 pm

---

**rugby**  
Wednesday or Sunday  
11 am and 7 pm

**Price of courses**  
Morning £10  
Evening £15

Phone: 76349807



From: Sam

To: Jack

The sports centre is offering sports courses this summer! Let's do the rugby course – we play badminton every day at school. I'm busy every weekend, so we'll have to go on Wednesdays. Let's choose the cheapest time. Phone me on 034 658934 when you can.

- 4 Read the texts again. Decide which pieces of information are the correct ones. Complete Jack's notes in Exercise 2 with the correct information.

## Speaking Part 1

### Exam advice

- The examiner will ask you questions about things that you like. You should be able to say what those things are and why you like them.

- 1 Put the words in the correct order to make questions.

- like / sports / What / you / do ?
- it / Why / do / like / you ?
- football / Do / play / you ?
- often / you / How / do / play ?

- 2 Listen to two students doing the exam, and check your answers.

- 3 Listen again and complete the table. Who gives longer and more complete answers?

|             | Paulo | Sabrina |
|-------------|-------|---------|
| what sport? |       |         |
| why?        |       |         |
| play?       |       |         |
| how often?  |       |         |

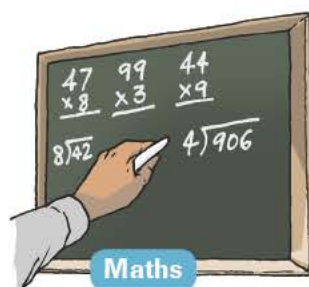
- 4 Work in pairs. Ask and answer the questions in Exercise 1.



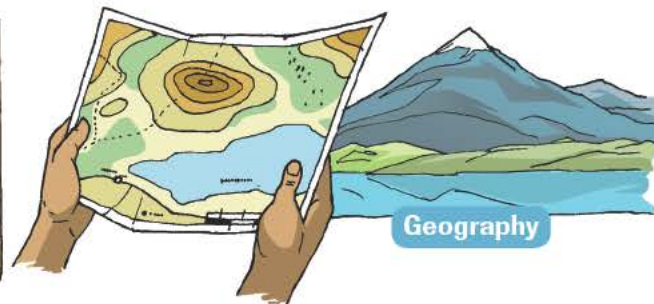
# Unit 6 I have to do my homework

## Starting off

- 1 Work in groups. Answer questions 1–6 in the quiz.



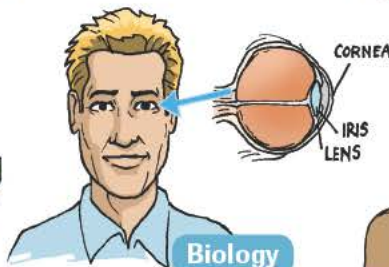
Maths



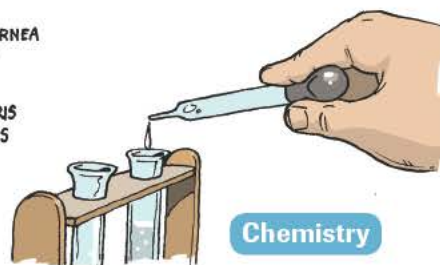
Geography



English



Biology



Chemistry



Physics



History



- 1 What is the longest river in the world?
- 2 Which animal has the biggest ears?
- 3 What is the past tense of the verb *run*?
- 4 Do the sum:  $0.75 \times 12 = ?$
- 5 Which falls faster – an orange or a grape?
- 6 You often have sodium chloride on your dinner table. What is its other name?

## Listening Part 3



- 2 Match the questions above (1–6) with the school subjects in the pictures.
- 3 Write the names of the other school subjects under the pictures.
- 4 Which is your best school subject? Which is your worst? Why?

- 1 Look at the photo. How does the boy feel?  
A nervous B happy C sad
- 2 Work in pairs. Imagine there is a new student at your school. What could you do to help them?

### Exam advice

- You may have to answer a question or complete a sentence.
- If you don't know the answer, always guess.
- Read the questions carefully before you listen. Think about the kind of information you will hear.

- 3** Read questions 1–6 in Exercise 4. What kind of information are you listening for? Match the information (a–f) with the questions.

- |               |             |
|---------------|-------------|
| a a number    | d a day     |
| b a place     | e a country |
| c an activity | f a time    |

- 4** <sup>39</sup> Listen to Simon talking to his teacher about a new student called Akiro. For each question, choose the right answer (A, B or C).

- Which is Akiro's first day at school?  
A Monday  
B Tuesday  
**C Wednesday**
- Where is Akiro from?  
A China  
B Japan  
C England
- How old is Akiro?  
A 13  
B 14  
C 16
- Simon will meet Akiro at  
A 9 o'clock.  
B 9.15.  
C 9.45.
- Where will Simon take Akiro first?  
A the classroom  
B the library  
C the sports hall
- The teacher says that Akiro is good at  
A football.  
B badminton.  
C tennis.

## Grammar

### have to

 page 111 Grammar reference: have to

- 1** Read the conversation between Simon and Akiro. Underline all the examples of *have to* and *(not) have to*.



**Simon:** Welcome to Chester High School, Akiro. Do you live near here?  
**Akiro:** Yes, I can walk to school from my new house.  
**Simon:** Oh, you're lucky. You don't have to get a bus. I live about an hour away, and I have to get up early every morning to catch the number 19.  
**Akiro:** I don't like this school uniform very much. Does everyone have to wear it?  
**Simon:** Yes, except when we are doing sports. Oh, and in the summer we don't have to wear a tie. It's too hot.

- 2** Read the conversation again. Are these statements true (T) or false (F)?

- It's necessary for Akiro to get a bus to school.
- It's necessary for Simon to get up early every morning.
- It's necessary for all students at Chester High School to wear a uniform.
- It's not necessary for students to wear a tie in the summer.

- 3** Circle the correct option in *italics* to complete the rules about *have to*.

- We use *have to* and *has to* to talk about things that are *necessary* / *not necessary*.
- We use *don't have to* and *doesn't have to* to talk about things that are *necessary* / *not necessary*.

- 4** What is your school like? Complete the sentences with *have to* or *don't have to*. Make them true for you.

At our school ...

- we ..... wear a uniform.
- we ..... study History.
- we ..... do a test every day.
- we ..... do sports.
- we ..... do homework every day.
- we ..... wear smart clothes.
- we ..... bring our own lunch.

- 5** What do you have to do at home? Put the words in the correct order to make questions, then write true answers.

- you / have to / Do / meals / cook ?  
Do you have to cook meals?  
No, I don't. / Yes, I do.
- the dishes / you / Do / wash / have to ?
- clean / Do / have to / your room / you ?
- have to / go / Do / shopping / you ?
- your mum / wake you up / Does / in the morning / have to ?



## Pronunciation

/v/ and /f/

### a 40 Listen and repeat.

I have three sisters.  
I have to go to school.

### b How do you pronounce *have* in the sentences in Exercise 1, /hæv/ or /həv/?

### c Work in pairs. Look at the rules. Then read the conversation. Be careful how you pronounce *have*!

- We say /hæv/ or /həv/ when *have* means 'own'.  
*I have a new phone!*  
*Have you got a dictionary?*
- We say /həv/ when we mean 'have to'.  
*I have to work.*  
*Do you have to go now?*

A: Have you got any homework?

B: Yes, I have. But I don't have to do it now.

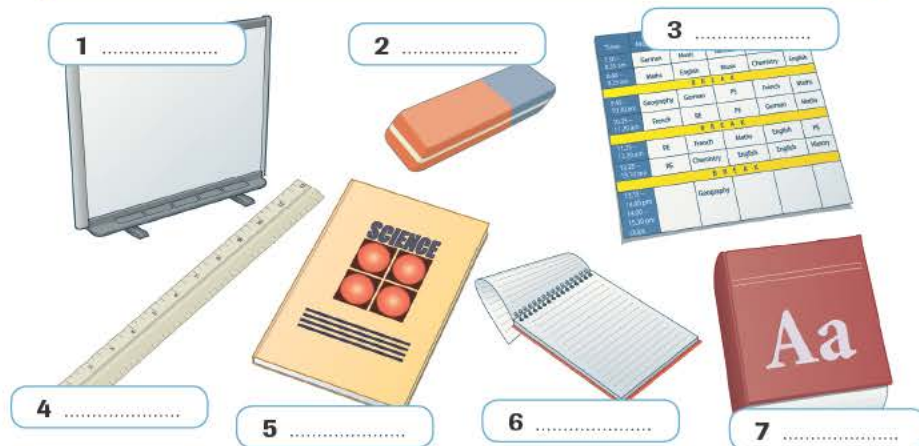
A: When do you have to hand it in?

B: On Thursday.

A: Then you have to do it now, because you have a piano lesson on Wednesday evening.

## 2 Label the pictures with the words in the box.

board dictionary notebook rubber ruler textbook timetable



## 3 Work in pairs. Which things are in your classroom?

Is there a board in the classroom?

Yes, there is.

## Reading Part 4 (multiple choice)

### Exam advice

- The three texts are about a similar topic.
- For three texts, the questions are not in the same order as information in the text.
- Read the title and look at any pictures first to get an idea of what the text is about.
- Read all the texts first before answering the questions.
- Find the text that has the answer to the question and underline the part of the text where the answer is.

## Vocabulary

Classroom objects

| Monday |                     |
|--------|---------------------|
| 9.00   | Maths 9.00–10.00    |
| 10.00  | Science 10.00–11.00 |
| 11.00  | BREAK               |
| 12.00  | English 11.30–12.30 |
| 1.00   | LUNCH               |
| 2.00   | Art 1.30–2.30       |
| 3.00   | History 2.30–3.30   |
| 4.00   |                     |

### 1 Look at Sam's school timetable. How many lessons does he have to go to on Monday?

## 1 What are the people in the photos doing?



- 2 Read the article about three schoolboys who go to different kinds of schools. What kind of school do they each go to? Match the boys with the places in photos A–C in Exercise 1.

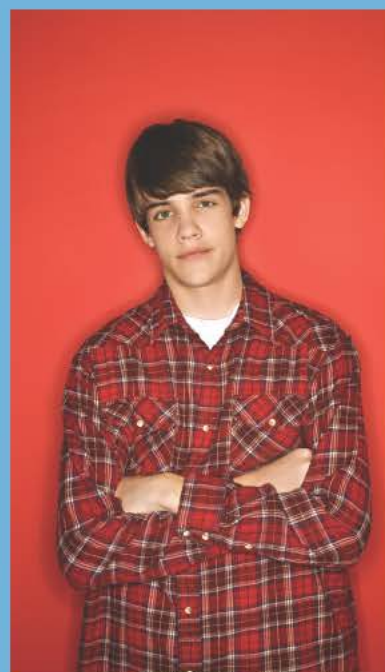
# {STUDENT LIFE}

## Steven

My parents sent me to drama school when I was eight. It's the biggest drama school in the country.

The school day begins at eight o'clock. We do dance, music, theatre or project work in the morning. After lunch, we change into our school uniform and have normal school lessons until 4.30 pm. Sometimes at the weekend we put on shows or have sports competitions with other schools.

I love it!



## Thomas

I live in my school! I go home to see my parents in the holidays. They live in France. Sometimes I miss them.

We wake up early at 6.45 am, have breakfast, and start the first lesson at 8.40 am. There are six lessons every weekday. We also have two lessons on Saturday morning. There is no uniform, but we have to wear smart clothes.

I'm not great at studying, but I win a lot of prizes for football and tennis.

## Martin

My parents started teaching me at home when we moved to the countryside because my old school was too far away.

I wake up at eight o'clock, and begin classes an hour later. In the mornings my mum teaches me Maths and Science. In the afternoon I do sports or Art with my dad. My weekends are free. I like home-schooling because I can sometimes choose my own projects, and I can wear what I like.



- 3 Read the article again, and answer the questions.  
Underline where you found the answer in the text.

- |   |  |
|---|--|
| 1 Who has only two teachers?<br>A Steven <u>B Martin</u> C Thomas               | 5 Who can sometimes decide what to study?<br>A Steven      B Martin      C Thomas          |
| 2 Who has lessons at the weekend?<br>A Steven      B Martin      C Thomas       | 6 Whose parents live in a different country?<br>A Steven      B Martin      C Thomas       |
| 3 Who has to wear a uniform?<br>A Steven      B Martin      C Thomas            | 7 Who left their old school when they moved house?<br>A Steven      B Martin      C Thomas |
| 4 Who does well in sports competitions?<br>A Steven      B Martin      C Thomas | 8 Whose lessons start at the earliest time?<br>A Steven      B Martin      C Thomas        |

- 4 Which kind of school would you prefer to go to? Why?



## Grammar

### Object pronouns

page 112 Grammar reference: Object pronouns



They love her. (She never gives them homework.)



It doesn't like him. He is afraid of it.

#### 1 Look at the pictures and answer the questions.

- Who or what do *her*, *them*, *him* and *it* refer to?  
*her* = ..... *him* = .....  
*them* = ..... *it* = .....
- Circle *before* or *after* to complete the rule.  
 We use *me*, *you*, *him*, *her*, *it*, *us*, and *them* *before* / *after* the verb.

#### 2 Write the object pronouns next to the subject pronouns.

|     |           |      |       |
|-----|-----------|------|-------|
| I   | <i>me</i> | it   | ..... |
| you | .....     | we   | ..... |
| he  | .....     | they | ..... |
| she | .....     |      |       |

#### 3 Complete the sentences with the object pronoun that refers to the underlined words.

- Geography is my favourite subject, but my sister hates it.
- We are unhappy when the teacher gives ..... lots of homework.
- Sue and Mohammed are my friends. Let's go and speak to .....
- Mrs Jones is our headteacher. Everyone likes .....
- This is my old dictionary. Do you want ..... ?
- I don't know when Tom's birthday is. Why don't you ask ..... ?
- Please go away Monica. I don't want to talk to .....
- Help ..... ! I can't do this exercise.

#### 4 Write examples of these things.

|                |                  |                |
|----------------|------------------|----------------|
| a famous man   | a music group    | a famous woman |
| a type of food | a school subject |                |

Work in pairs. Ask and answer what you think about the people and things you chose.

What do you think of Robert Pattinson?

I don't like him.

## Vocabulary

### Education verbs

#### 1 Read Akiro's blog post. What are his best subjects?

Well, my new school is great. My favourite teacher is Mrs Roberts. She teaches Maths. When I leave school I want to go to university and study Maths. I'm also learning how to play tennis.

We are taking exams in June. I think I'll pass the Maths and Science exams easily, but I might fail the History exam. I'm not very good at it. I never get good marks for my History homework.



#### 2 Circle the correct option in *italics* in each of these sentences.

- Mr Smith *teaches* / *learns* French to adults.
- When did you *learn* / *study* how to ride a bike?
- I'm staying in tonight because I have to *learn* / *study* for a test.
- I hope I *pass* / *fail* my Maths test.
- The students are all *taking* / *failing* lots of exams this summer.
- She is very clever. She never *passes* / *fails* tests.

#### 3 Complete the sentences with the correct form of a verb from the box.

fail teach learn pass study

- I want to ..... how to drive a car.
- Good luck! I hope you ..... your test.
- When Dan leaves school, he wants to ..... Geography at university.
- My dad is a teacher. He ..... Computer Science.
- I don't want to ..... this exam. It's very important that I get over 75%.

#### 4 Work in pairs. Ask and answer these questions.

- What musical instrument / language / sport would you like to learn?  
 What subject would you study at university?  
 Can you teach anything?  
 How many exams do you take every year?  
 What exams do you usually pass / fail?

## Writing Part 6

### Exam advice

- Read the instructions carefully to find out what the topic is.
- Is the definition for a *singular* or *plural* word?
- Count the number of spaces for each word. The answer must match the number exactly.
- Always check your spelling!

### 1 Put these words into the correct group.

blonde carpet ~~cooking~~ photography  
pretty sofa tall television yoga

| hobbies | things in the living room | words to describe people |
|---------|---------------------------|--------------------------|
| cooking |                           |                          |
|         |                           |                          |

### 2 Read the descriptions of some words about school. What is the word for each one? The first letter is already there. There is one space for each other letter in the word.

- You need this if you make a mistake with your pencil. r u b b e r
- Special clothes that all students have to wear at their school. u \_ \_ \_ \_ \_
- This helps you to draw a straight line. r \_ \_ \_ \_
- You need this book to find out the meaning of a word. d \_ \_ \_ \_ \_
- The teacher writes on this and everyone can see it. b \_ \_ \_ \_
- This is another student doing the same lesson as you. c \_ \_ \_ \_ \_

## Speaking Part 2

### 1 Do you often go on trips with your school or class? Where do you go?

### 2 Work in pairs. Look at the information card. Try to guess what questions will be asked.

### WATER PARK TRIP

Trip to Bree Water Park



**Wednesday 3rd May**  
Classes 2 & 3 only  
Bus leaves 9.30 from school gates  
Tickets £7

### 3 (41) Listen to a student asking about the water park. Did Juan ask the questions that you thought of in Exercise 2?

### 4 Listen again. Turn Dita's short answers into complete sentences.

- Bree Water Park.  
*It's called Bree Water Park.*
- Wednesday 3rd May.  
.....
- No.  
.....
- Yes.  
.....
- £7.  
.....

### 5 Work in pairs. Take turns to ask and answer questions about the museum. Remember to answer with complete sentences!

### COVENTRY CAR MUSEUM



The museum in the centre of Coventry!  
Hundreds of cars, bicycles and motorcycles.  
Open every day 10 am until 5 pm  
**Entrance FREE!**  
Buy books, postcards and models in our shop.

### MUSEUM

- where ?
- what / see ?
- cost ?

- open Sundays ?
- what / buy?





# Vocabulary and grammar review Unit 5

## Grammar

1 Complete the sentences with the comparative and superlative forms of the adjectives in brackets.

- 1 I think my best friend is ..... prettier ..... (pretty) than me.
- 2 Tina swims really well. She's ..... (good) swimmer in the school.
- 3 This is ..... (interesting) programme on TV at the moment.
- 4 Are you ..... (happy) than your friends?
- 5 This book is ..... (big) than that one.
- 6 I want to try this dress in a ..... (large) size.
- 7 Do you think running is ..... (hard) than playing football?
- 8 This is ..... (bad) game on my computer.

2 Complete the text with *at*, *in*, or *on*.



My name is Mason, and I think video games are better than sports. I play them every day!

I usually get up (1) ..... at ..... six o'clock (2) ..... the morning (3) ..... weekdays, and play on my computer for an hour before breakfast. When I'm at school, I play games on my phone (4) ..... lunchtime. I like school, but we have to play real sports (5) ..... Fridays - and I hate that!

When I get home (6) ..... the afternoon, I go to my room and play more video games. I stop playing (7) ..... the evening to do my homework. That's usually very easy.

(8) ..... the weekend I have lots of time to play. And sometimes (9) ..... the summer I play all day! My parents don't mind because I do well at school. (10) ..... Christmas or (11) ..... my birthday, they never have a problem buying me presents because I'm always happy to get a new video game!

## Vocabulary

3 Put the letters in the correct order to make sports.

- 1 IURGSFN ..... surfing .....
- 2 TRICKEC .....
- 3 GOYA .....
- 4 DOJU .....
- 5 GLYCCIN .....
- 6 SCAMTYNGIS .....
- 7 BOTFLOLA .....
- 8 STINEN .....
- 9 SMIGWIMN .....

4 Put the words from Exercise 3 in the correct group.

- You play: ....., ....., .....
- You do: ....., ....., .....
- You go: ..... surfing ....., ....., .....

5 Label the pictures with sports you learned in Unit 5.



- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

6 Complete the sentences with the correct nationalities. Use the countries in brackets.

- 1 Sue isn't English, she's ..... Irish ..... (Ireland).
- 2 Juan is ..... (Mexico).
- 3 Hiro isn't ..... (China), he's .....
- 4 ..... (Sweden) people are often good at skiing.
- 5 I think ..... (France) people speak very fast!
- 6 My mother loves ..... (Italy) food.
- 7 ..... (Greece) music is really interesting.
- 8 Grant is ..... (Australia).

# Vocabulary and grammar review Unit 6

## Grammar

**1** Complete the sentences with the correct form of *have to*.

- 1 We can't wear jeans to school. We have to wear a uniform.
- 2 You ..... buy any milk today. We've got a lot of it.
- 3 I'd love to stay out late tonight, but I ..... be home before 9.00 pm.
- 4 Sam ..... do his homework tonight because there's no school tomorrow.
- 5 Vicky has got a Maths test tomorrow, so she ..... study this evening.
- 6 ..... (you) go to school on Saturdays?
- 7 ..... (your mother) work every day?

**2** Complete the dialogue with object pronouns.



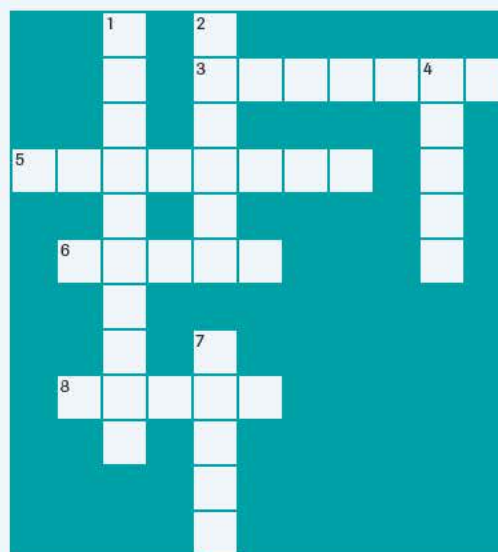
- Mario: There's a great film on TV. Let's watch (1) it.
- Lena: Is Johnny Depp in it? I like (2) .....
- Mario: No, he isn't. Megan Fox is. She's good, too. Do you like (3) .....?
- Lena: Not really. Let's watch the music channel instead. There's a boy band competition on.
- Mario: Oh no, not boy bands. I hate (4) .....!
- Lena: OK, let's go out and walk in the park.
- Mario: I don't want to go to the park with (5) ....., Lena.
- Lena: Why don't you want to go with (6) .....?
- Mario: Because I want to watch this Megan Fox film!

## Vocabulary

**3** Choose the correct option A, B or C.

- 1 My mum ..... English to children.  
A teaches B learns C studies
- 2 You have to ..... hard at university.  
A teach B learn C study
- 3 I want to ..... how to play the piano.  
A teach B learn C study
- 4 She really wants to ..... this exam – it's important.  
A pass B fail C study
- 5 Why do we have to ..... so many exams? They're boring!  
A pass B fail C take
- 6 He never studies. That's why he ..... a lot of tests.  
A passes B fails C takes

**4** Complete the crossword with words from Unit 6.



### Across

- 3 You have to wear this in some schools.
- 5 You write things in this.
- 6 The teacher writes on this at the front of the class.
- 8 This is the time when you haven't got lessons.

### Down

- 1 You look for words in this book.
- 2 You use this when you make a mistake in your work.
- 4 This helps you to draw straight lines.
- 7 You study numbers in this lesson.



# Unit 7 Let's go to the mountains



## Starting off

- Look at the photos. Which do you think is the better place to live? Why?
- Listen to two people talking about life in the city or country. Complete the table with the adjectives they use.

| village   | city   |
|-----------|--------|
| beautiful | e..... |
| s.....    | n..... |
| q.....    | u..... |
| b.....    | d..... |

- Work in pairs. What are the good and bad things about where you live?

## Reading Part 1

### Exam information

- You must match a sentence to a notice with the same meaning.
- The words in the sentence are different to the words on the notice.
- There are five sentences plus one example.
- There are eight notices, so two of them don't match a sentence.



- Match the notices (A–H) with these places.

restaurant    train station    school    shop

**A** **STUDENT SNACK SHOP**  
OPEN ONLY 9 AM – 11.30 AM TODAY.

**E** **STATION CAFÉ**  
Open 8 am–7 pm every day  
PLATFORM 3

**B** **PASSENGER NOTICE**  
There is **NO** restaurant on the 1.45 train today

**F** **MARCO'S PIZZERIA**  
Free tea or coffee with every pizza order.

**C** **Supermarket Café**  
Closed for repairs

**G** **Mozy's Department Store**  
Half price cakes! TODAY ONLY

**D** **Parkview Restaurant**  
Ask to see our NEW children's menu

**H** **PLEASE ASK US TO FIND YOU A TABLE**

- Which notice says this?

- Young people and their parents can choose different meals.
- You will pay more for these if you come here tomorrow.
- People who are travelling can eat here.
- You don't have to pay for a hot drink when you buy food here.
- A waiter will show you where to sit.
- You can't buy food here this afternoon.

D

.....

.....

.....

.....

.....

# Grammar

## Past simple

page 112 Grammar reference: Past simple

- 1 Read Maria's blog post. Where does she live now? Does she enjoy living there?

12 MAY

### Here are two of my favourite photos.

I liked living in our little village in Chile, so when dad found a new job in Canada I was sad. All my friends were in the village, and I didn't want to leave them. I didn't know anybody in Ottawa!

But, that summer, we left our old home and got on a plane to a new life in a new country.

How did I feel about that? I hated it at first. My new school was much bigger than my old one, and I felt very small and alone. I didn't speak much English, so it was difficult to make new friends. I wanted to go back to our village.

But slowly I began to feel happier. My parents gave me a camera for my birthday and I joined the school photography club. I met some interesting people there. Last month there was a competition called Pictures of the City and I decided to enter it. I won a prize, and they showed my photograph in the city library.

I love living here now. It's cold in the winter, but it's a beautiful place, and much more exciting than my old village.



- 2 Number these events in the order they happen in the blog.

- a Maria joined a photography club. ....
- b They left Chile and moved to Canada. ....
- c Maria won a photography competition. ....
- d Maria's dad found a job. ....
- e Maria lived in a village. ....
- f Maria's parents gave her a camera. ....
- g Maria started her new school. ....

- 3 Read the text and the sentences in Exercise 2 again. Underline all the regular past simple verbs. Circle all the irregular ones. Then complete the table.

|                 | infinitive | past simple |
|-----------------|------------|-------------|
| be              | is         | <u>was</u>  |
|                 | are        | .....       |
| regular verbs   | decide     | .....       |
|                 | hate       | .....       |
|                 | join       | .....       |
|                 | like       | .....       |
|                 | move       | .....       |
|                 | show       | .....       |
| irregular verbs | want       | .....       |
|                 | begin      | .....       |
|                 | feel       | .....       |
|                 | find       | .....       |
|                 | get        | .....       |
|                 | give       | .....       |
|                 | leave      | .....       |
|                 | meet       | .....       |
|                 | win        | .....       |

- 4 Look at the text again and find an example of a past simple question and negative.

- 5 Complete the past simple rules with words and phrases from the box.

adding -ed didn't finished did

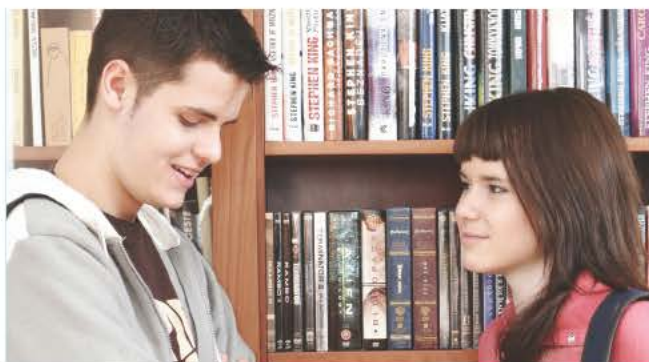
- 1 We use the past simple to talk about actions that happened in the past and are now .....
- 2 We make regular past forms by .....
- 3 We use ..... to make questions in the past.
- 4 We use ..... to make negatives in the past.

- 6 Exam candidates often make mistakes with past simple forms. Correct the mistakes in each of these sentences.

- 1 I ~~dranked~~ <sup>drank</sup> some hot milk and went to bed.
- 2 We didn't liked the film.
- 3 Did you showed your friends the project?
- 4 My bike costed a lot of money.
- 5 I gived him a sandwich.
- 6 Where went you last night?



**7** Complete the conversation with the past simple of the verbs in brackets.



Jake: Hi, Maria. I (1) saw (see) your photo in the library. It's fantastic.  
 Maria: Thanks, Jake. I (2) ..... (take) it on New Year's Eve, when I (3) ..... (go) into town with my family.  
 Jake: What time (4) ..... (be) it?  
 Maria: It was just after midnight. The fireworks (5) ..... (be) beautiful, so I (6) ..... (decide) to take lots of photos.  
 Jake: How many photos (7) ..... (you / take)?  
 Maria: Hundreds! But most of them (8) ..... (not be) very good.  
 Jake: (9) ..... (be / you) surprised when you won the photo competition?  
 Maria: Yes, I was! I (10) ..... (know) it was a good photo, but I (11) ..... (not think) it was good enough to win a prize.  
 Jake: (12) ..... (you / have) a party to celebrate?  
 Maria: No, I didn't. But my parents (13) ..... (buy) me a video camera.

**8** Circle the correct option in *italics* to complete the questions. Then write true answers.

- What time did / were you go to bed last night?  
*I went to bed at 10 o'clock.*
- Did / Were you at school yesterday afternoon?  
 .....
- What *did* / were you have for breakfast this morning?  
 .....
- Did / Were you go on holiday last year?  
 .....
- Did / Was the weather nice yesterday?  
 .....
- How *did* / were you get to school this morning?  
 .....
- Did / Was your homework easy last night?  
 .....
- Where *did* / were you at 8 pm yesterday?  
 .....

## Pronunciation

### Past simple -ed endings

There are three ways to pronounce -ed in regular past simple verbs: /d/, /t/ and /ɪd/.

**a** 43 Listen and repeat the verbs.

| /d/    | /t/      | /ɪd/    |
|--------|----------|---------|
| showed | finished | started |
| .....  | .....    | .....   |
| .....  | .....    | .....   |
| .....  | .....    | .....   |

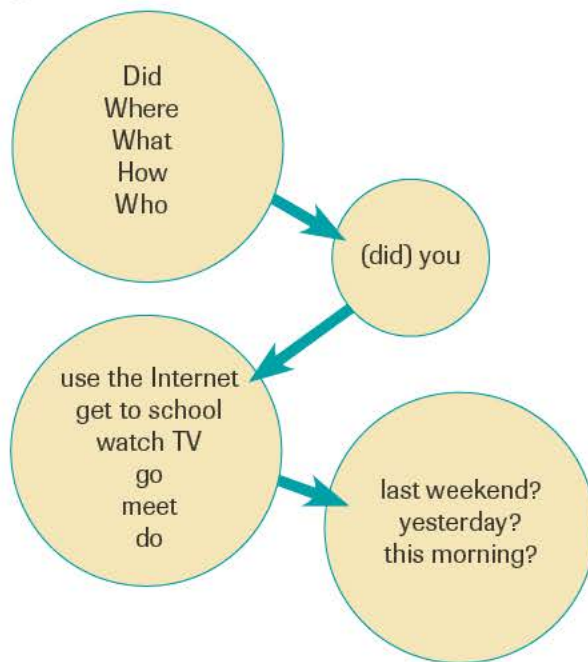
**b** 44 Listen and put the underlined verbs under the correct -ed sound.

She lived in a village. She liked it. She wanted to stay there.

**c** 45 Listen and repeat. Then put the words under the correct -ed sound.

worked visited joined asked waited arrived

**9** Work in pairs. Take turns to ask and answer questions.



Did you use the Internet yesterday?

Yes, I did.

Who did you meet last weekend?

I met James.



# Vocabulary

## Buildings

- 1 Work in small groups. Look at some of Maria's photos of the city where she lives. Label the photos (1-10) with the words in the box.

bus station   church   cinema   factory   hospital  
hotel   mosque   museum   post office   stadium



hospital



- 2 Write a word from Exercise 1 next to each description of a building.

- 1 People make things here. factory
- 2 You can look at old things in this place. ....
- 3 You go here if you are ill. ....
- 4 This is where you can watch films. ....
- 5 People can post letters and buy stamps here. ....
- 6 You can stay here when you are visiting the city. ....
- 7 They play sports here. ....

- 3 Have you got any of these buildings in the place where you live? Have you got more than one?

## Listening Part 4

### Exam information

- In Listening Part 4 you will listen to an informal conversation.
- There are five questions plus an example.
- The information you have to fill in is practical, e.g. prices, names, opening times, etc.
- You will usually have to spell the name of a person or place.

- 1 46 Listen and correct the names.

- |           |               |           |       |
|-----------|---------------|-----------|-------|
| 1 Bailay  | <u>Bailey</u> | 4 Jawger  | ..... |
| 2 Leyla   | .....         | 5 Falkerk | ..... |
| 3 Cristal | .....         | 6 Fouler  | ..... |

- 2 Look at the form below. Match the types of answers (a-f) with the questions (1-6).

- |            |          |                   |       |
|------------|----------|-------------------|-------|
| a spelling | .....    | d day of the week | ..... |
| b name     | <u>1</u> | e price           | ..... |
| c time     | .....    | f place           | ..... |

### Theatre visit

Show: (1) Buddy  
Day of show: (2) ..... / .....  
Price of my ticket: (3) £ ..... / .....  
The theatre is in: (4) ..... / ..... Street.  
Time to meet Angie: (5) ..... / ..... pm  
Meeting place: (6) ..... / .....

- 3 47 You will hear two friends talking about a theatre visit. For each space, there are two examples of the type of answer (one correct and one incorrect). Write both of them in the spaces.

Day of show (2) Thursday / Saturday

- 4 Listen again. Cross out the *incorrect* answers you wrote in Exercise 3. Why are they incorrect?



## Grammar

### Imperatives

page 113 Grammar reference: Imperatives

#### 1 Underline the verbs in this sentence. Then complete the rules.

Meet me at the bus station. Don't be late!

1 To tell somebody to do something we use the infinitive without .....

Ask him!

2 To tell somebody not to do something, we use .....  
+ the infinitive without to.

Don't do that.

#### 2 48 Read the commands. Then listen and match them with the sounds (1–8).

- |                           |       |                          |       |
|---------------------------|-------|--------------------------|-------|
| a Be quiet!               | ..... | e Don't drive so fast!   | ..... |
| b Don't cry.              | ..... | f Wake up.               | ..... |
| c Answer the phone.       | ..... | g Don't laugh.           | ..... |
| d Give the cat some milk. | ..... | h Don't jump on the bed! | ..... |

#### 3 Work in pairs. Imagine a visitor is coming to your town. Tell them what to do and what not to do. Use these verbs.

eat go see visit

Visit the castle. It's beautiful.

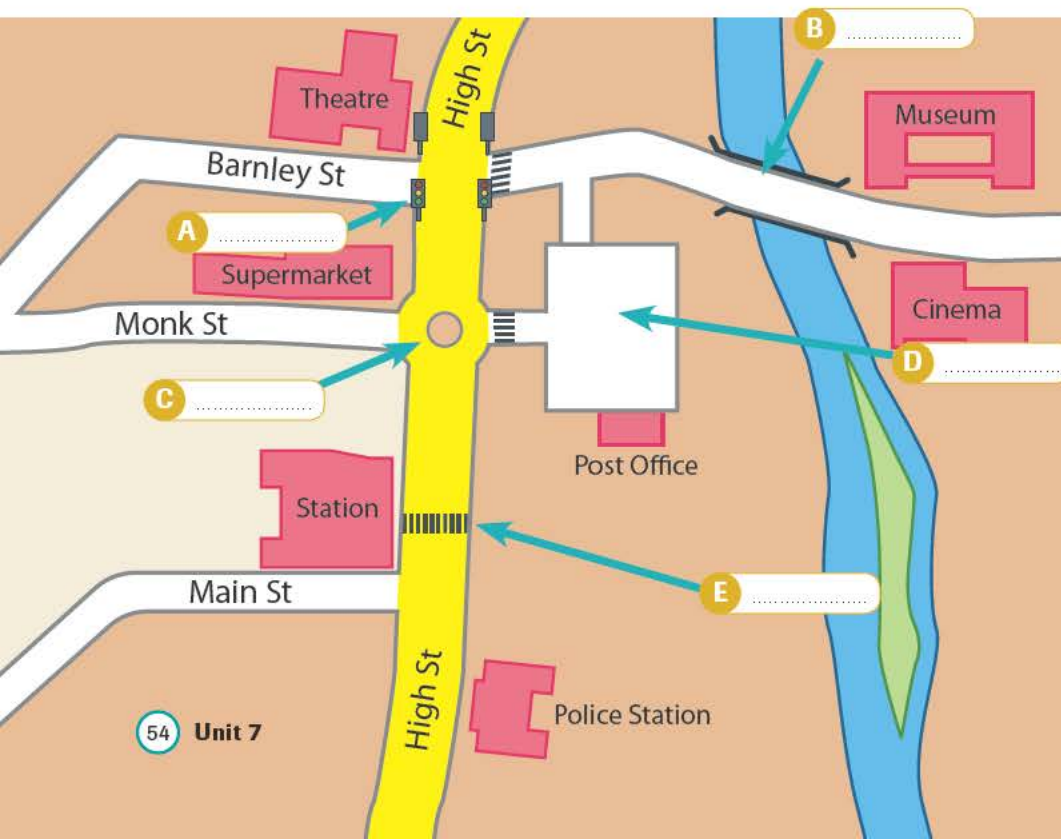
Don't go to the park at night.

## Vocabulary

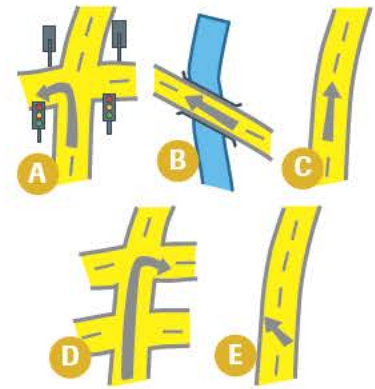
### Directions

#### 1 Find these things on the map.

bridge crossing roundabout square traffic lights



#### 2 Match the directions (1–5) with the pictures (A–E).



- |   |       |
|---|-------|
| 1 Go over the bridge.                   | B     |
| 2 It's on the left.                     | ..... |
| 3 Take the second turning on the right. | ..... |
| 4 Go straight on.                       | ..... |
| 5 Turn left at the traffic lights.      | ..... |

#### 3 Where do these people want to go from the station? Read the directions, look at the map in Exercise 1 and complete the questions.

1

A: Excuse me, where is the theatre?

B: Turn left out of the station. Go straight over the roundabout, then turn left at the traffic lights. It's on Barnley Street.

2

A: Excuse me. Can you tell me where the ..... is, please?

B: Yes. Turn left out of the station, then take the first turning on the left. It's on the right.

3

A: Excuse me. Where is the .....?

B: Come out of the station and go over the crossing. Then turn left. Go over the roundabout, then turn right at the crossing. Cross the bridge, and it's on your left.

#### 4 49 Work in pairs. Listen to three people asking for directions from the station. Tell them how to get to their destination.

#### 5 50 Listen and check your answers.

## Speaking Part 1

### Exam advice

- Listen carefully to the examiner's questions. Your answer should be in the same tense as the question.

### 1 Listen to the questions. Then match them with the answers (a-f).

- Do you like travelling?
  - Did you go on holiday last summer?
  - Where do you come from?
  - Where did you go?
  - How did you get there?
  - How do you get to school?
- We went to Florida, in the USA.
  - I'm from Madrid, the capital of Spain.
  - I take the bus. It takes ten minutes.
  - Yes, I do. It's exciting.
  - We went by plane. It took 12 hours.
  - Yes, I did. I went with my family.

### 2 Make questions in the past simple.

|   | Jenny       | your friend |
|---|-------------|-------------|
| 1 you / go / on holiday last year?<br><i>Did you go on holiday last year?</i> | <i>Yes.</i> |             |
| 2 where / you go?   |             |             |
| 3 who / go with?  |             |             |
| 4 how / get there?  |             |             |
| 5 be / the weather good?  |             |             |
| 6 you / have fun?   |             |             |
| 7 what / you do?  |             |             |

### 3 Listen to Jenny talking about her holiday last year. Write notes for her answers in the table.

### 4 Work in pairs. Take turns to ask and answer the questions in Exercise 2. Complete the table for your partner.

## Writing Part 9

### Exam advice

- Remember to give all three pieces of information.
- Always write between 25 and 35 words. You will lose marks if you write less or a lot more.
- Don't forget to start and end your messages properly.

### 1 Put these phrases under the correct heading.

Hi, John    Dear Chloe    Bye for now, Toni  
See you soon.    Hello Sam    Write soon!  
Love, Diane    Best wishes, Marco

*start of message*

*end of message*

### 2 Read the exam question and Jane's letter below. Does she answer all of Alan's questions? Does she start and end her letter correctly?

Read a letter from your English friend, Alan.

*I'm glad you're back from Paris. Who did you go with? Did you like it? What was the city like?*

Write an email to Alan and answer the questions.

Write 25–35 words.

Hi, Alan!  
How are you? I had a lovely holiday. I went to Paris with my family. I loved it, because it is a beautiful and exciting city.  
Jane

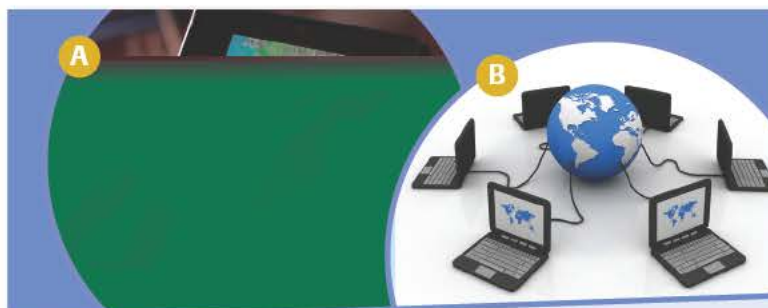
### 3 Write a message to Alan. Write 25–35 words.



# Unit 8 You have one new message

## Starting off

1 Work in pairs. Answer the quiz questions.



## Are you crazy about technology?

- How much time do you spend on the **Internet**?  
 A Less than 10 hours a week.  
 B Between 10 and 30 hours a week.  
 C More than 30 hours a week.
- You are having a party. How do you invite your friends?  
 A Write invitation cards.  
 B Send emails or text messages.  
 C **Chat** to your friends **online**.
- What is the first thing you do when you get up in the morning?  
 A Have breakfast.  
 B Check your **mobile** for new messages.  
 C Turn on your computer.
- What makes you most excited?  
 A Your favourite band is coming to town.  
 B Your favourite sports team is on TV.  
 C Your favourite **computer game** has a new version.
- How many **email addresses** have you got?  
 A None.  
 B One.  
 C More than one.
- What is the most important thing to take with you on a long train journey?  
 A A good book.  
 B Your **MP3 player**.  
 C A **laptop**.
- When you do your homework, where do you look for information?  
 A books  
 B websites  
 C magazines



2 Match the words in bold in the quiz with the photos (A–G).

3 Now look at your score. Do you agree with the results? Compare your score to your partner's.

### How did you score?

A=0, B=1, C=2.

- 12–14 You are crazy about technology! Maybe you should spend time doing other things as well.
- 8–11 You use technology quite a lot. Be careful – you don't want to be technology crazy!

- 3–7 Well done. You don't use technology too much. But you know it can be useful.
- 0–2 Technology is great. Maybe you should try to use it more!

## Listening Part 2

- 1 Look at the picture. You can have two of these items. Which ones do you want, and why?



### Exam advice

- The questions in the exam paper are in the same order as in the recording.
- Always cross out the example answer in the second column so you don't choose it by mistake.
- You will often hear two things mentioned. Only one of them is correct. Listen in detail to decide which one to choose.

- 2 <sup>53</sup> Listen to Joshua talking to his mother about a shopping trip to a new computer store. Write two things (A–H) that are mentioned for each person (2–6).

| People                      | Things     |
|-----------------------------|------------|
| 1 Joshua <u>D</u>           | A book     |
| 2 Sam <u>E</u> & .....      | B camera   |
| 3 Jake        ..... & ..... | C case     |
| 4 Marie       ..... & ..... | D game     |
| 5 Emily       ..... & ..... | E laptop   |
| 6 Anna       ..... & .....  | F magazine |
|                             | G mouse    |
|                             | H keyboard |

- 3 Listen to the conversation again. What did each person buy? Circle the correct option from the two you chose in Exercise 2.

## Vocabulary

### Technology verbs

- 1 Read the definition from the *Cambridge Essential English Dictionary*. Then look at the facts about teenagers and technology. Does this sound like you?

#### typical adjective

having all the qualities you expect a particular person, object, place, etc. to have: *Typical German food.*

### A typical teenager

- spends about 31 hours per week **surfing** the Internet
- texts** 50 times per day
- calls** a friend 5 times per day
- doesn't **email** his/her friends
- downloads** all his/her music from the Internet

- 2 Complete the sentences with the correct form of a word in bold from Exercise 1.

- I surfed the Internet for five hours yesterday – what a waste of time!
- My friend ..... films from the Internet, because it's cheaper than buying DVDs.
- I don't like talking on the phone, so I use my mobile to ..... people instead.
- Teenagers don't ..... each other very often because it's quicker to use a mobile phone.
- I ..... Linda last night, but she didn't answer her phone.

- 3 Work in pairs. Are you a typical teenager with technology? Compare yourself to the typical teenager in Exercise 1.

I don't spend 31 hours per week surfing the Internet.

I spend about 7 hours per week surfing the Internet.



## Grammar

### Past continuous

page 113 Grammar reference: Past continuous

- 1 Read the blog entry. Where was Joshua when he received the message?

## COMPUTER CRAZY JOSHUA'S WEBLOG

posted: Wed 14 Apr, 10.15 pm

### A surprise message

It was about 8 o'clock at night. I was surfing the Internet and listening to music in my bedroom. Suddenly, a message arrived on my screen. This is what it said:

*Hi Joshua. How are you? We were talking about you this evening. We decided that it was time for us to meet again. I can't remember the last time we saw each other. Please turn off your computer and come downstairs for dinner!*

Love,  
Mum and Dad

When I got downstairs, my parents were sitting at the table with a laptop. They were laughing.

Do your parents think you spend too much time on the Internet? Let me know!

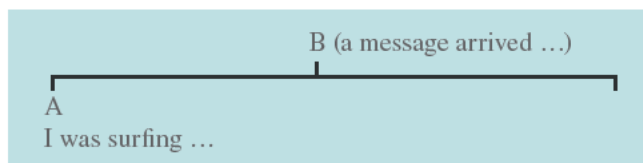
Comments (1)

- 2 Underline the verbs in these sentences. Then answer the questions.

A I was surfing the Internet and listening to music.  
B I surfed the Internet. Then I listened to music.

- Which sentence describes two actions happening at the same time?
- Which sentence describes one action happening after another?

- 3 Now look at this timeline. Did Joshua start surfing the Internet before or after the message arrived?



- 4 Underline the verbs in this sentence. Which verb is at point A on the timeline in Exercise 3? Which verb is at point B?

*When I got downstairs, my parents were sitting at the table with a laptop.*

A .....  
B .....

- 5 Match the beginning of each sentence (1–3) with its ending (a–c) to complete the rules.

- We use the past continuous
  - We use the past simple
  - We form the past continuous
- to talk about an action or actions happening at a time in the past.
  - with the past tense of *to be* + the *-ing* form of the verb.
  - to talk about a completed action in the past.

- 6 Complete the sentences with the correct form of the verbs.

At 8 o'clock last night ...

- I was surfing (surf) the Internet.
- My sister ..... (text) her boyfriend.
- My parents ..... (talk) in the kitchen.
- It ..... (not rain).
- You ..... (not read) a book.
- ..... (you / watch) something on TV?
- What ..... (you / do)?

- 7 Write the questions, and give true answers.

- What / you / do / at 9 pm yesterday?  
*What were you doing at 9 pm yesterday?*  
*I was watching TV.*
- What / you / do / at 1 pm yesterday?
- What / your parents / do / at 8 pm yesterday?
- What / you / do / ten minutes ago?
- you / sleep / at 11 pm last night?
- you / do / your homework / at 7 am this morning?

- 8 Work in pairs. First, guess what your partner was doing. Write answers to the questions in Exercise 7. Then check with your partner.

Were you sleeping at 9 pm yesterday?

No, I wasn't. I was listening to music.

## Reading Part 2

- 1 Do you play a lot of computer games? Why? / Why not?

### Exam advice

- Read the instructions. What is the topic?
- There are five sentences which make a story. Read all the sentences before you choose the correct word.
- If you are not sure about the answer, choose the word that sounds best when you read the sentence.
- Before the exam, try to learn verbs and nouns that go together. For example *miss a bus/train*.

- 2 Exam candidates often confuse certain verbs. Complete each sentence with the correct word.

- forgot / left
  - Yesterday I left my hat at your house.
  - I'm sorry I ..... your birthday.
- pay / spend
  - How much did you ..... for that keyboard?
  - I ..... a lot of money on games.
- hear / listen
  - You can ..... to music on my new mobile.
  - Did you ..... what I said?
- do / go
  - Let's ..... shopping.
  - My brother likes to ..... yoga every morning.
- fail / lose
  - I really don't want to ..... this test.
  - Did you ..... your watch again?

- 3 Read the sentences about a computer games club. Choose the best word (A, B or C) for each space.

- Last year Joshua joined a computer club ..... Young Gamers.  
A called B said C told
- He saw a ..... about it in the school magazine.  
A notice B ticket C bill
- His mum thinks he ..... too much money on computer games.  
A pays B buys C spends
- Some of the most popular games are too ..... for Joshua.  
A strong B expensive C great
- Now he can ..... games from the Young Gamers library.  
A borrow B lend C save
- There is a ..... number of interesting games to choose from.  
A full B large C tall

## Vocabulary

### Music

- 1 Do you listen to a lot of music? How do you listen to your music?

- 2 Listen and match the music you hear with the playlist.

|   | Genre   |
|---|---|
| 1 | <input checked="" type="checkbox"/> classical |
| 2 | <input checked="" type="checkbox"/> jazz      |
| 3 | <input checked="" type="checkbox"/> opera     |
| 4 | <input checked="" type="checkbox"/> pop       |
| 5 | <input checked="" type="checkbox"/> rap       |
| 6 | <input checked="" type="checkbox"/> rock      |

- 3 Work in pairs. Can you think of examples of bands or singers for each kind of music in Exercise 2?

- 4 Find out which kind of music is your partner's favourite / least favourite.

What is your favourite kind of music?





## Grammar

*can / can't, could / couldn't*

page 113 Grammar reference: *can / can't, could / couldn't*

1 Do you think technology has made your lives easier than your parents' lives? Why? / Why not?

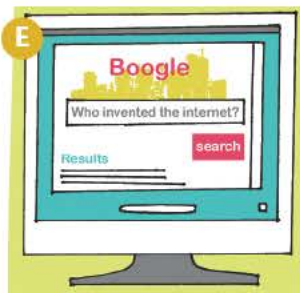
2 Match the sentences (1–8) with the cartoons (A–H).

- |   |       |
|---|-------|
| 1 You couldn't find information very quickly.     | ..... |
| 2 You can carry thousands of songs with you.      | A     |
| 3 You couldn't put a telephone in your pocket.    | ..... |
| 4 You could spend time alone easily.              | ..... |
| 5 You can find information very quickly.          | ..... |
| 6 You couldn't carry thousands of songs with you. | ..... |
| 7 You can put a telephone in your pocket.         | ..... |
| 8 You can't spend time alone easily.              | ..... |

Today



30 years ago



3 Look at the sentences in Exercise 2. Circle the correct option in *italics* to complete the rules.

- We use *can* and *can't* to talk about ability in the *present / past*.
- We use *could* and *couldn't* to talk about ability in the *present / past*.
- We use the *infinitive / -ing form* after all forms of *can*.

4 Exam candidates often make mistakes with modals like *can / can't* and *could / couldn't*. Correct the mistakes in each of these sentences.

- I can ~~to~~ do anything I want in my room.
- You can playing music on your mobile phone.
- I could sent messages on my old phone.
- He couldn't found his bag.
- Sorry, I can't singing.
- She couldn't to swim when she was four.

## Pronunciation

*can / can't*

a Listen and repeat. Notice how the 'a' in *can*/*can't* is pronounced.

- It can do lots of things.
- Can it take photos?
- Yes, it can.
- It can't do my homework.

b Match the sounds (a–c) with the rules (1–3).

a /kɑ:nt/      b /kən/      c /kæn/

- In affirmative sentences and questions, we pronounce *can* .....
- In affirmative short answers, we pronounce *can* .....
- We pronounce *can't* .....

5 What things can you do now that you couldn't do when you were four years old? What could you do when you were four? Complete the table.

draw    play an instrument    ~~ride a bike~~  
text    swim    write my name

| Now                |       | When I was four |                         |
|--------------------|-------|-----------------|-------------------------|
| can                | can't | could           | couldn't                |
| I can ride a bike. |       |                 | I couldn't ride a bike. |

6 Work in pairs. Use your notes from Exercise 5 to ask and answer questions about what your partner can and could do.

Can you ride a bike?

Yes, I can.

Could you ride a bike when you were four?

No, I couldn't.

## Writing Part 7

### Exam advice

- Look closely at each sentence and decide what kind of word goes in each space (e.g. verb, pronoun, preposition).
- Check what tense each sentence is using.

- 1 Complete the sentences with a correct word from the table.

| articles     | pronouns    | verbs |
|--------------|-------------|-------|
| the          | me          | were  |
| an           | him/her     | have  |
| a            | they        | can   |
| prepositions | quantifiers |       |
| on           | many        |       |
| in           | few         |       |
| off          | some        |       |

- Dad went to the bank. (article)
- They were sleeping at 10 o'clock last night. (verb)
- Turn that TV off and do your homework! (preposition)
- There weren't very many people at the party. (quantifier)
- Can you help me? I can't do this on my own. (pronoun)
- Would you like a cup of tea? (article)

- 2 Work in pairs. Read the email. Decide what type of word you need to complete each space.

Hi, Jake

I've got (0) a problem. My laptop isn't working! I (1) wasn't surfing the Internet last night when it suddenly stopped working. Now I can't turn it (2) on again. My dad looked at it, but (3) he couldn't fix it.

(4) Are you busy on Saturday? I'm going to catch the bus into town (5) at 10 am and look for a new laptop. (6) Do you know any good shops? It has (7) to be quite cheap because I haven't got very (8) much money.

I (9) hope you can come! Text and let (10) me know.

Love,  
Anna

- 3 Complete the email. Write one word in each space.

## Speaking Part 2

- 1 Read and listen to this example of Speaking Part 2. Who is better, the student asking questions, or the student answering?

Jaime

Tina

Is there a new Internet café?

It's at 35 Queen Street.

What name is the café?

Its name is 'Blue Electric'.

Does it sell food?

Yes, it does. It sells drinks and snacks.

Is it open on weekends?

Yes, it's open seven days a week.

How much does it cost?

It costs four pounds per hour for a computer.

- 2 Now look at the information and question cards. Correct Jaime's questions in Exercise 1.

Where is the new Internet café?

### Blue Electric Internet Café



35 Queen Street

Open 8 am – 9 pm  
7 days a week

£4 per hour on the computer

Tea, coffee, cold drinks and snacks

### Blue Electric Internet Café

- where ?
- name ?
- sell food ?
- open weekends ?
- cost ?



- 3 Work in pairs. Practise asking and answering the questions.



# Vocabulary and grammar review Unit 7

## Grammar

- 1 Complete the sentences with the past simple form of the verbs in the box.

|          |      |         |        |      |
|----------|------|---------|--------|------|
| not like | meet | not win | begin  | join |
| not feel | give | drink   | not go |      |

- I joined the computer club last year.
- We ..... a lot of nice people at the party.
- My brother ..... me a new football for my birthday.
- Sondra ..... well yesterday, so she ..... to school.
- The children ..... the film – it was really boring.
- I ..... all the water in the bottle.
- Dan was sad because he ..... the race.
- It ..... to rain just after two o'clock.

- 2 Write the questions for the answers. Use the words in bold to help you.

- What did you buy?  
I bought a **magazine**.
- .....?  
No, they didn't enjoy the party.
- .....?  
She went to the **cinema**.
- .....?  
Yes, it **rained** yesterday.
- .....?  
I laughed because it was **funny**.
- .....?  
I spoke to my **teacher**.
- .....?  
They got there **by bus**.
- .....?  
No, I wasn't **late**.

- 3 Complete the sentences with the correct imperative form.

- Don't watch that. Watch this! It's much better.
- Write in your notebook. .... in your textbook!
- ..... fast. Walk slowly.
- ..... to me. Don't listen to him.
- Call me in the afternoon. .... me in the morning.
- Don't eat the cake now. .... a sandwich first.
- Use a pen. .... a pencil.
- ..... to the cinema. Go to the museum.

## Vocabulary

- 4 Complete the words to make names of buildings and places.

- c i n e m a
- b \_ \_ \_ g e
- m \_ \_ q \_ \_
- \_ \_ c t \_ \_ y
- c h \_ \_ \_
- h \_ \_ \_ l
- r \_ \_ n \_ a \_ \_ u t
- \_ \_ s p \_ \_ \_ l
- s \_ \_ \_ r e
- s \_ \_ d \_ \_ m

- 5 Complete the sentences with words from Exercise 4.

- We visited our uncle in hospital when he was ill.
- My dad is an engineer in a car .....
- There is a big ..... over the river in my town.
- 82,000 people can sit in the football club's new .....
- I didn't enjoy the film because the ..... was full of noisy children.
- My parents stayed in a ..... on a beach when they went on holiday.

- 6 Complete the directions with words from the box.

|      |        |         |          |
|------|--------|---------|----------|
| turn | on     | traffic | straight |
| take | second | over    | turn     |

- A: Excuse me. Where is the hospital?  
B: (1) Turn left out of the bus station. Go  
(2) ..... over the roundabout, then  
(3) ..... right into Green Street. (4) ..... the first turning on the right and it's on your left.
- A: Can you tell me where the supermarket is, please?  
B: Yes. Go down this road. Go (5) ..... the bridge and go straight (6) ..... for about 200 metres. Turn left at the (7) ..... lights and take the (8) ..... turning on the left.

# Vocabulary and grammar review Unit 8

## Grammar

- 1 Match the beginning of each sentence (1–6) with its ending (a–f).



- 1 We were lying in the garden **f**
  - 2 Someone took my bike
  - 3 My brother hurt his leg
  - 4 When I saw Maria in town
  - 5 The children were sleeping on the sofa
  - 6 You weren't listening to the teacher
- a she was talking to José.
  - b when he was playing hockey.
  - c when she told us about the test.
  - d when I was studying in the library.
  - e when their parents came home.
  - f when it started to rain.

- 2 Complete the sentences with the past continuous of the verb in brackets.

- 1 I was texting (text) my best friend in the English lesson.
- 2 What ..... (you / do) when I phoned you yesterday?
- 3 It ..... (not rain) when she left the house, but it is now.
- 4 ..... (your parents / sleep) when you got home?
- 5 Dan and Ellie ..... (have) dinner at 7.30 last night.
- 6 You ..... (not watch) that terrible film, were you?

- 3 Complete the conversation with *can*, *can't*, *could* or *couldn't* and the verb in brackets.

- Jill: Hi, Arne, is that a new mobile phone?  
 Arne: Yes, it's great. It (1) can do (do) lots of things that my old phone (2) ..... (not do).  
 Jill: (3) ..... (it / take) photos?  
 Arne: Yes, it (4) ..... . And it (5) ..... (send) them to the web.  
 Jill: I had a phone that (6) ..... (do) that, but I lost it!  
 Arne: That's a pity!  
 Jill: (7) ..... (it / play) music?  
 Arne: Yes. I've got all my music on it, so I (8) ..... (listen) to it when I want to.  
 Jill: Very nice. One more question – (9) ..... (it / do) your homework for you?  
 Arne: No, Jill. It (10) ..... (not / do) my homework. But it (11) ..... (help)!

## Vocabulary

- 4 Complete the note with the verbs from the box.

text call email surf download

I love technology. The most important thing in my bedroom isn't my bed – it's my computer! I use it every day to (1) ..... the Internet and to (2) ..... films and music. My parents use their computers to (3) ..... their friends, but I don't do that very much. That's what my phone is for! I (4) ..... my friends about fifty times a day – you can't write as much as you can in an email, but it's more fun. I only use my phone to (5) ..... people when I want to hear their voice – and that isn't very often!

- 5 Put the letters in the correct order to make different kinds of music.

- 1 SCALCALIS classical
- 2 OPP .....
- 3 ARP .....
- 4 PAREO .....
- 5 KORC .....
- 6 ZAJZ .....



# Unit 9 Let's have some fun!

## Starting off

1 Complete the adverts with words from the box.

actor bands dancers photographers play

2 Work in pairs. Tell your partner:

- 1 which of these things you would like to go to.
- 2 what kind of things you can do where you live.

File Edit View Favourites Tools Help

HOME THINGS TO SEE AND DO WHERE TO STAY WHAT'S HAPPENING CONTACT US

## What's happening?

Your guide to the best places to go in town.

### The Art of the Camera

Beautiful exhibition from some of the best young (1) ..... working today.  
Stamford Hall, June 20<sup>th</sup>–30<sup>th</sup>  
**FREE!**

### Film Club

Tonight's movie at the Young People's Film Club is the last of the series starring the Oscar-winning (3) ..... Johnny Depp. It's the brilliant *Pirates of the Caribbean!*  
**Starts 6.30. Tickets £2**

| September |     |     |     |     |     |     |
|-----------|-----|-----|-----|-----|-----|-----|
| Mon       | Tue | Wed | Thu | Fri | Sat | Sun |
| 27        | 28  | 29  | 30  | 31  | 1   | 2   |
| 3         | 4   | 5   | 6   | 7   | 8   | 9   |
| 10        | 11  | 12  | 13  | 14  | 15  | 16  |
| 17        | 18  | 19  | 20  | 21  | 22  | 23  |
| 24        | 25  | 26  | 27  | 28  | 29  | 30  |

### Winning Voices

More than 20 (2) ..... play their best songs in a competition to win a great prize: a place in the national final and the chance to record a CD.  
Stretford Student Centre, 6 pm  
**Tickets £10 and £7.50**

### Streetlife Dance Group

Come and see the amazing 'SDG' at the Atlas Centre. Twenty-four (4) ..... aged between 11 and 18 show off their skills for you.  
**Starting 7 pm. Tickets £15.00**

### Young Vic Theatre

The final performance of Shakespeare's *Romeo and Juliet* is tonight. This is your last chance to see this wonderful (5) .....  
Don't miss it.  
**8 pm. Tickets £9, £7 and £5.50**

## Reading Part 5

- 1 What is your favourite film? How many times have you seen it?

### Exam advice

- Always read the whole text before you try to answer the questions.
- Look carefully at the words around the space, and make sure that your answer goes with them.
- Try to think of a word which would fit in the space before you look at the options.

- 2 Look at the definition from the *Cambridge Essential English Dictionary*.

**fan** noun [C]

PERSON someone who likes a person or thing very much.  
*He's a big fan of country music.*

Are you a fan of a film, band or sports team?  
What kind of things do fans do?



- 3 Read the text below. Try to fill in spaces 1–8 without looking at any of the options A, B or C. Use these clues to help you.

- Is Nick compared to one other fan or all fans?
- What is another way of saying *He's American*?
- Do we say *spend time to do* or *spend time doing*?
- What was 'hard work' for the boys?
- What word shows that everyone in the group does something to the others?
- Is the space about a time, a place or a thing?
- Which word often comes after a comparative adjective?
- Which word do we use to say something is surprising?

- 4 Read the article about a young film-maker. Choose the best word (A, B or C) for each space.

- |            |         |           |
|------------|---------|-----------|
| 0 A many   | B much  | C lots    |
| 1 A bigger | B big   | C biggest |
| 2 A at     | B from  | C on      |
| 3 A making | B make  | C made    |
| 4 A he     | B they  | C it      |
| 5 A some   | B all   | C each    |
| 6 A when   | B where | C which   |
| 7 A that   | B than  | C as      |
| 8 A even   | B too   | C and     |

# Film fan

The film *Pirates of the Caribbean* has (0) ..... fans. But the film's (1) ..... fan of all was probably Nick Francini, (2) ..... America, who first saw the film when he was twelve.

Nick spent the next seven years (3) ..... his own copy of the popular adventure film. Nick played the hero, Jack Sparrow. His uncle's fishing boat became the pirate ship. Two of his classmates helped, but (4) ..... was hard work for the three boys. They didn't always agree, and sometimes they shouted at (5) ..... other.

They finally finished the project (6) ..... they left school. By the end of the film, Nick was fifteen centimetres taller (7) ..... he was at the beginning. But everyone loved it – (8) ..... Johnny Depp!



## Grammar

### Verbs with *-ing* or *to* infinitive

▶ page 114 Grammar reference: Verbs with *-ing* or *to* infinitive

1 Do you watch videos on the Internet? What do you like to watch?

2 57 Listen and complete the interview with a young video maker.



|         |          |         |                |          |
|---------|----------|---------|----------------|----------|
| to do   | to learn | to make | <u>to make</u> | making   |
| playing | reading  | talking | to work        | to watch |

Interviewer: When did you decide (1) to make your own videos?

Tanya: When I was 12 I loved (2) ..... other people's videos online. One day I thought, 'I want (3) ..... that.' So I did!

Interviewer: Was it difficult (4) ..... ?

Tanya: No, not at all. All you need is a computer with a camera, and some video software. I found it easy because I enjoy (5) ..... with technical things.

Interviewer: What's the best thing about it?

Tanya: I love (6) ..... the messages other video makers write under their videos. Sometimes they are very funny.

Interviewer: What about the future?

Tanya: I'll never stop (7) ..... videos. I hope (8) ..... in the music business when I'm older. I'd like (9) ..... music videos for rock bands.

Interviewer: Well good luck. And thanks for (10) ..... to me.

Tanya: Thank you. It was fun.

3 Find examples of these rules in the interview in Exercise 2.

Some verbs are followed by the *to* infinitive.

When did you decide to make ...?

Some verbs are followed by the *-ing* form.

*would (not) like* is followed by the *to* infinitive.

Some verbs can be followed by either the *to* infinitive or the *-ing* form.

When a verb follows an adjective, it is usually a *to* infinitive.

When a verb follows a preposition, it is always a *-ing* form.

4 Complete the sentences with the correct form of the verb in brackets.

- Do you want to go (go) to the rock concert with me?
- This song is really difficult ..... (play).
- We really enjoy ..... (work) with musical people.
- I'd like ..... (help) you, but I'm very busy.
- I'm very pleased ..... (meet) you.
- Don't worry about ..... (clean) your room. I'll do it for you.
- He doesn't mind ..... (sleep) on the sofa.
- What job do you hope ..... (do) when you leave school?
- Thank you for ..... (come) to my party.
- I finished ..... (read) at 12 o'clock.
- Dad promised ..... (buy) me a camera for my birthday.
- I'm tired of ..... (wait) for him.

5 Write four true sentences and one false sentence about yourself. Write about something you:

- hate doing
- are good at doing
- hope to do in the future
- worry about doing
- are learning to do

6 Work in pairs. Read your sentences to your partner. Can he/she guess which sentence is false?

## Vocabulary

Suggesting, accepting and refusing

- 1 Work in pairs. Read the conversation. How many suggestions does Carl make?

Carl: There's a good film on TV tonight. **Why don't we stay at home and watch that?**  
 Tanya: No thanks. I'd like to go out.  
 Carl: OK. **How about going to the theatre?**  
 Tanya: I'd rather not. Shakespeare is difficult to understand.  
 Carl: OK. **Shall we go to the Atlas Centre?** The Streetlife Dance Group are doing a show tonight.  
 Tanya: **Good idea.** How much are the tickets?  
 Carl: About £15.00 each.  
 Tanya: Ouch. That's a lot.  
 Carl: Do you still want to go?  
 Tanya: **I don't think so.**  
 Carl: OK, well **would you like to go to the cinema?**  
 Tanya: Yeah, sure. Good idea.

- 2 Put the phrases in bold in the conversation under the correct heading.

| <i>suggesting (?)</i>    | <i>accepting (✓)</i> | <i>refusing (x)</i> |
|--------------------------|----------------------|---------------------|
| <i>Why don't we ...?</i> |                      |                     |
|                          |                      |                     |
|                          |                      |                     |
|                          |                      |                     |

- 3 Work in pairs.

Student A: You want to go out with Student B this evening. Make some suggestions. Student B: You are not very interested.

Use the conversation in Exercise 1 as a model, and *What's happening* on page 64 for ideas.

Shall we go to the Film Club tonight?

I'd rather not ...

## Listening Part 5

- 1 Look at this poster for a competition between bands. Think of things that you need to know about it.

Where is the competition?



### Exam advice

- Look carefully at the form and think about what type of answers you will have to write.
- You will often hear two or more possible answers for each question, but only one is correct.
- Underline the key words in each question.

- 2 Look at the form. Underline the key words which tell you what type of information goes in each space.

**Where:**

**Day:**

**Types of music:**

**Time competition begins:**

**Phone number for tickets:**

**Cost of student ticket:**

Student Centre

(1) .....

pop, jazz and

(2) .....

(3) ..... pm

(4) .....

(5) .....

- 3 58 You will hear some information about a band competition. Listen and complete each question.



## Grammar

### The future with *will*

page 114 Grammar reference: The future with *will*

- 1 Francesca has two tickets for the band competition. Read her conversation with Daniel. Does he want to go with her?

Francesca: Hey, Daniel. I've got two tickets for the band competition tonight. Do you want to come?

Daniel: I don't know. It'll probably be boring.

Francesca: What? It won't be boring at all! There are over ten bands there. I think we'll have a great time!

Daniel: OK, I'll come.

Francesca: Great!

- 2 Find examples of the uses of *will* in the conversation in Exercise 1.

We use *will* to talk about what we think will happen in the future.

*It'll probably be boring.*

We also use *will* for decisions we make at the time of speaking.

- 3 Match the first part of each conversation (1–6) with the correct response (a–f).

- |                                |                                |
|--------------------------------|--------------------------------|
| 1 There's someone at the door. | a I'll eat it!                 |
| 2 I can't lift this suitcase.  | b I'll buy some.               |
| 3 We haven't got any milk.     | c I'll wash them.              |
| 4 We need to talk.             | d I'll help you.               |
| 5 I don't want this sandwich.  | e I'll phone you this evening. |
| 6 Your hands are dirty.        | f I'll see who it is.          |

- 4 Complete the sentences with *will/won't* and the words in the box.

be eat like ~~love~~ rain win

- This is a great film. You *'ll love* it!
- The children probably ..... anything because they're not hungry.
- You forgot your homework? Oh dear. The teacher ..... angry.
- Don't buy John that shirt. It's too bright – he ..... it.
- I think I ..... because I trained really hard for this race.
- It probably ..... today, so let's go to the beach.

- 5 What do you think will happen in the future? Write sentences with *will* or *won't*.

- it / rain / tomorrow  
*It won't rain tomorrow.*
- I / win / a lot of money this weekend
- the teacher / give us homework on Friday
- I / be in a band
- I / be famous when I'm twenty
- my country / win / the World Cup one day

## Vocabulary

### Adjectives

- 1 Francesca writes for the school magazine. Complete her reviews with the words in the box.

amazing ~~awesome~~ boring horrible  
interesting terrible

#### Winning Voices ★★★★★

Winning Voices was great fun last night. The Millers won first prize. I'm glad because they were (1) *awesome*!

#### Romeo and Juliet ★★★★★

The acting was bad. The costumes were bad. Everything was bad! Don't go, it's (2) *terrible*.

#### Pirates of the Caribbean ★★★★★

This was the third time I've seen this (3) *amazing* film. It never gets old!

#### The Art of the Camera ★★★★★

Do you like digital photography? This show is quite (4) *interesting* but I prefer paintings.

#### Student art exhibition ★★★★★

I know, I said I prefer painting. But this exhibition isn't very good. It's just a bit (5) *boring*.

#### The Smurfs Movie ★★★★★

I didn't want to see this film, but my friend did so I went with her. It was (6) *horrible*. No stars. Save your money!

- 2 Put the adjectives from Exercise 1 under the correct heading, *good* or *bad*.

- 3 Work in pairs. Take turns to ask and answer about these things.

the last film you saw      the last book you read  
the last TV programme you watched

What was the last film you saw?      Toy Story 3.

What did you think of it?

It was awesome!

## Writing Part 8

### Exam advice

- The questions will be in a different order to the answers in the text.
- Copy the answers carefully from the text. Spelling is important!
- The words in the questions are usually different to the words in the text.

### 1 Match the words and phrases (1–6) with the information (a–f).

- |                     |                    |
|---------------------|--------------------|
| 1 Travel by:        | 4 Cost per person: |
| 2 Time:             | 5 Writer:          |
| 3 Number of people: | 6 Place to meet:   |

- a The concert starts at 6.30 pm.
- b I want to get him a book by Dan Wallace.
- c It's too expensive to go by train, so I've got bus tickets.
- d I'll see you outside the cinema.
- e Can you book a table for sixteen of us?
- f They're £20 each.

### 2 Read the advertisement and the email. Then fill in the information in Robert's notes.

## EXHIBITIONS AT THE ATLAS CENTRE

14–21 September  
*The Magic of Science*

23–30 September  
*Living Dinosaurs*

**Tickets:**  
Adults: £8  
Students: £4

**From:** Teresa

**To:** Robert

The *Magic of Science* show is finished now, so let's go and see *Living Dinosaurs*. I've got two tickets for the first day – they are £8 for adults, but half price for us. The doors open at 11 am, so I'll meet you at the library at 10.45 am and we can walk to the Atlas Centre together.

## Robert's Notes

### EXHIBITION VISIT

Place: (0) Atlas Centre  
 Name of exhibition: (1) .....  
 Cost of my ticket: (2) .....  
 Date: (3) .....  
 Place to meet Teresa: (4) .....  
 Time to meet Teresa: (5) .....

## Speaking Part 2

### Pronunciation

#### Sentence stress in questions

### 59 Listen and repeat the questions. Underline the stressed words.

- What's the band called?
- How much is a ticket?
- Where is it?
- What time does it start?
- Is it expensive?
- Where can you buy tickets?

### Exam advice

- The answers to the questions will not be in the same order as the information on your partner's card.
- Do not add information in your answers – but don't just read out what is on the card!
- If you don't understand the question, ask your partner to repeat it.

### 1 Look at the advert. Then write the questions.

**New  
MOVIE**

**Come and see our  
film in the Main Hall**  
at 4.15 pm on 12 April

**'The Adventure'**  
Written and filmed by the  
students of Class 10  
Buy your tickets now  
£1.50

- |                 |                  |
|-----------------|------------------|
| 1 name / film ? | 4 how much ? £ ? |
| 2 where ?       | 5 when ?         |
| 3 writer ?      |                  |

### 2 60 Listen to two exam candidates doing the task. Are your questions the same?

### 3 Work in pairs. Practise asking and answering the questions.



# Unit 10 What a sunny day!

## Starting off

1 Match the seasons with the pictures (A–D).

spring summer autumn winter



2 Listen to four students talking about their favourite seasons in their country. Complete the table.

| speaker | country   | favourite season<br>(and months) |
|---------|-----------|----------------------------------|
| 1       | Canada    | spring<br>(March – .....)        |
| 2       | Patagonia | .....<br>(June – August)         |
| 3       | .....     | autumn<br>(..... – November)     |
| 4       | .....     | summer<br>(December – .....)     |

3 Work in pairs. Discuss these questions.

- Does your country have four seasons?
- Which country's seasons are most similar to your own?
- Which is your favourite season? Why?

## Listening Part 1

### Exam round-up

How much do you remember about Listening Part 1? Complete the sentences with words from the box.

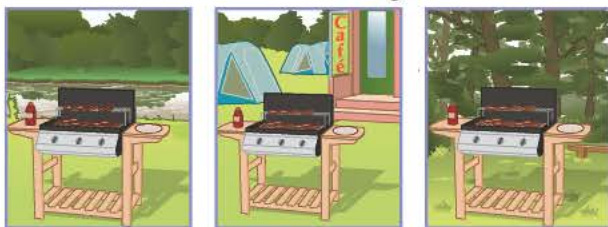
always    distractors    five    one  
three    underline

- You will hear ..... short conversations, twice.
- You must choose between ..... possible answers.
- You should ..... the key words in each question.
- You will usually hear all three pictures mentioned, but only ..... answer is correct.
- The wrong answers you hear are called '.....' – don't choose them!
- If you don't know the answer, you should ..... choose one anyway – it might be correct!



1 Look at the questions and underline the key words.

1 Where will the barbecue be tonight?

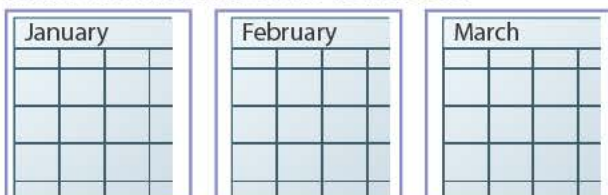


A

B

C

2 When did Mark start at his new school?



A

B

C

3 Which is Simon's postcard?

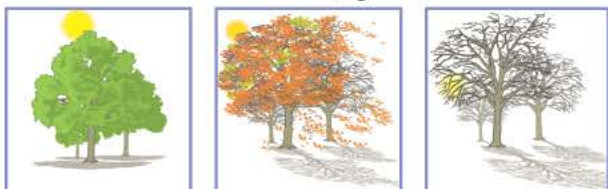


A

B

C

4 In which season will Sammy go to Morocco?



A

B

C

5 How is Sally going to travel to Edinburgh?



A

B

C

2 62 You will hear five short conversations. There is one question for each conversation. For each question, choose the right answer (A, B or C).

## Vocabulary

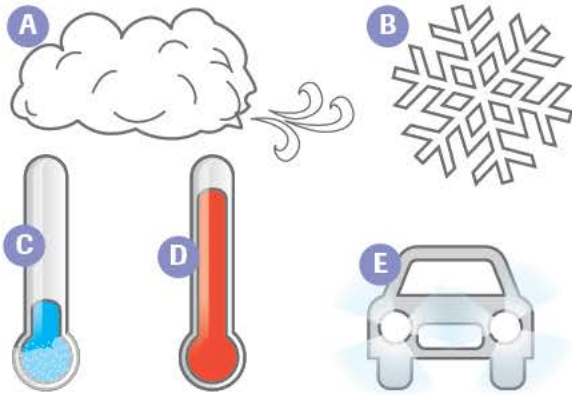
What's the weather like?

1 63 Listen to the weather report. Draw the weather symbols and write the temperatures on the 'Tomorrow' map.





- 2 Match the phrases (1–5) with the weather symbols (A–E).



- |               |       |                 |       |
|---------------|-------|-----------------|-------|
| 1 It's cold.  | ..... | 4 It's snowing. | ..... |
| 2 It's foggy. | ..... | 5 It's hot.     | ..... |
| 3 It's windy. | ..... |                 |       |

- 3 Complete the questions. Then ask and answer in pairs.

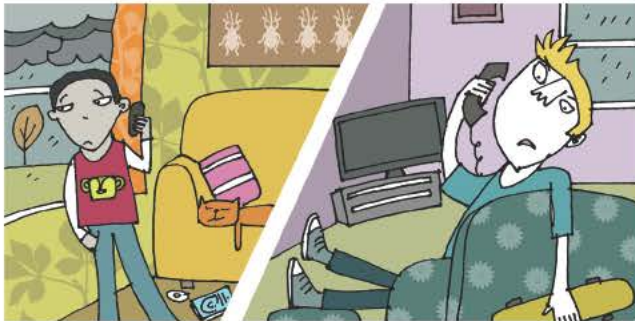
- What ..... the weather like now?
- What ..... the weather like yesterday?
- What ..... the weather be like tomorrow?

## Grammar

going to

page 115 Grammar reference: going to

- 1 Work in pairs. Read the telephone conversation. Why does Tony want to go to the park? Why doesn't Juan want to go out?



Tony: Do you want to come to the park?  
 Juan: No thanks.  
 Tony: Why not? Millie and Soraya are going to be there!  
 Juan: I don't care. Look at the sky. It's going to rain.  
 Tony: Bring an umbrella.  
 Juan: No. I'm not going to leave the house today.  
 Tony: What are you going to do?  
 Juan: I'm going to stay in and watch DVDs.  
 Tony: You're boring!

- 2 Complete the rules with *past* and *present*.

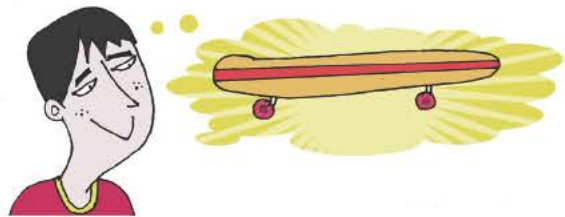
- We use *going to* + verb when something in the ..... helps us to see what will happen in the future.  
*Look at the time! You're going to be late for school!*
- We also use *going to* + verb to talk about a plan we made in the ....., before speaking.  
*I'm going to cook a lovely meal tonight.*

- 3 Match the uses of *going to* in bold in Exercise 1 with rules 1 and 2.

- 4 Complete the sentences with (*not*) *going to* and the verbs in brackets.

- I think it **is going to snow** (snow) tomorrow.
- Goodnight. I ..... (go) to bed now.
- Susan ..... (wear) her new dress to the party tonight.
- It ..... (not rain) this weekend.  
 Don't worry!
- We ..... (not walk) home after school.  
 We're too tired.
- You ..... (like) this. It's brilliant!

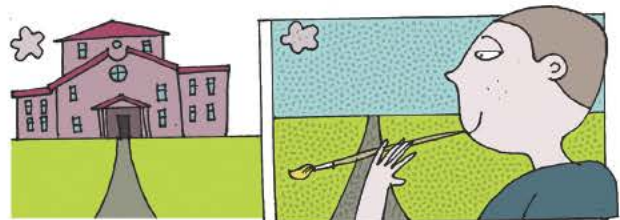
- 5 Write questions and answers.



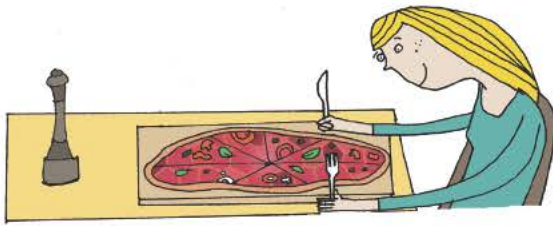
- he / buy / a bicycle ?  
*Is he going to buy a bicycle?*  
*No he isn't. He's going to buy a skateboard.*



- they / play / basketball ?  
 .....  
 .....



- he / paint / a tree ?  
 .....  
 .....



4 she / eat / pasta ?

.....

.....



5 it / rain ?

.....

.....

## Pronunciation

going to

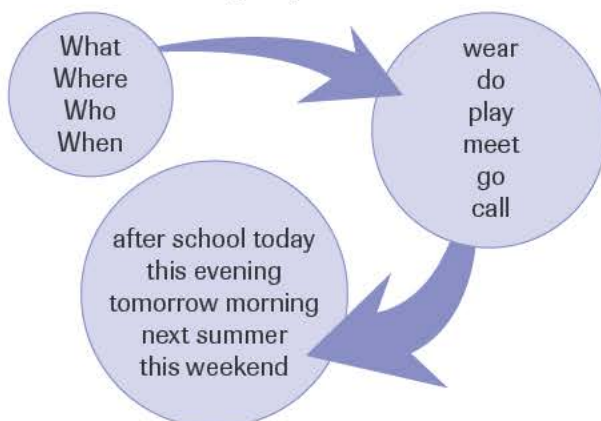
**a** 64 Listen and underline the stressed words.

- 1 What are you going to do?  
I'm going to stay at home.
- 2 Are you going to watch DVDs?  
No, I'm going to play games.
- 3 What are you going to play?  
I don't know.

**b** Listen again. How is *to* pronounced in the questions and answers above?

- 1 /tu:/
- 2 /tə/

**6** Write four questions to ask your partner. Use words from each group.



What are you going to do after school today?

**7** Work in pairs. Ask and answer the questions you wrote in Exercise 6. Report the answers back to the class.

What are you going to do after school today?

I'm going to play basketball.

## Reading Part 3a

### Exam round-up

What do you remember about Reading Part 3a? Circle the correct option in *italics*.

- 1 You must complete *five* / *seven* short conversations.
- 2 There are *two* / *three* possible answers to choose from.
- 3 Try to *write* / *think of* a response before you read the choices.
- 4 *Always* / *Don't* choose a response just because it has the same words as the question.

**1** Many common phrases appear in the choices in Reading Part 3a. Put these phrases into pairs with a similar meaning.

~~I think so, too.~~ What a pity. I'd love to.  
It doesn't matter. I'm afraid not. Yes, please.  
~~I agree.~~ No, sorry. That's a shame. Never mind.

*I think so, too.* = *I agree.*  
..... = .....  
..... = .....  
..... = .....  
..... = .....

**2** Complete the dialogues with two phrases from Exercise 1.

1 John failed his maths test again.

*That's a shame. / What a pity.*

2 Shall we go to Rome next year?

3 Can I come with you to the beach?

4 I'm really sorry about this.

5 That was a fantastic meal.

6 I've lost my new umbrella.



3 Complete the five conversations. For questions 1–5, choose the correct answer, A, B or C.

- 1 Are you going to come home soon?  
A In five minutes.      B Not far.  
C I agree.
- 2 I'll wait for you outside the cinema.  
A I'm afraid not.  
B Can we meet somewhere else?  
C When did you go there?
- 3 I'm sorry I forgot to call you last night.  
A That's a shame.      B My name's Susan.  
C Never mind.
- 4 That was a really bad film.  
A No, sorry.      B I agree.  
C I think you'll like it.
- 5 Let's go for a walk in the forest.  
A It's going to rain.      B It's on the beach.  
C I think so, too.

## Vocabulary

### Places

1 Match the facts (1–6) with the pictures (A–F).



- 1 The deepest **lake** in the world is Baikal, in Russia. Its deepest part is over 1,600 metres deep.
- 2 The world's longest **beach** is 125 kilometres long. It is in Bangladesh, and it's called Cox's Bazar.
- 3 The highest **mountain** is Mt Everest. It is 8,848m.
- 4 The country with the most **islands** is Indonesia. It has over 17,000 of them.
- 5 The Amazon is the biggest **forest** in the world. It is bigger than Western Europe.
- 6 One of the hottest places in the world is called Death Valley in the Mojave **desert**. The temperature once reached 56.7°C.

2 Do you have any of the places in bold in Exercise 1 in your country? What are their names?

## Grammar

### must / mustn't

▶ page 115 Grammar reference: must / mustn't

1 Look at this definition from the *Cambridge Essential English Dictionary*.

#### survival noun

the state of continuing to live, especially after a dangerous situation. *Flood victims had to fight for survival.*

2 Work in pairs. Imagine you are lost in the middle of the desert. Make a list of things you need to do for survival.

3 Read the text. Tick (✓) the things you must do. Put a cross (X) next to the things you mustn't do.

- ☐ Stay out of the sun.
- ☐ Find water.
- ☐ Travel at night.
- ☐ Get plenty of rest during the day.
- ☐ Drink water every hour.
- ☐ Drink when you're thirsty.
- ☐ Take off your clothes.
- ☐ Be careful of dangerous snakes and insects.
- ☐ Cook snakes before eating.
- ☐ Make a sign in the sand.

## HOW TO

## SURVIVE IN THE DESERT



If you are lost in the desert, the most important question is 'How much water do I have?' Do you have lots? Then find a place out of the sun and stay there. Do you have none? Then you must find some.

Travel at night, when the temperature is cooler. Rest during the day, and drink some water every hour. You mustn't wait until you are thirsty because it is too late then!

The desert is very hot during the day. But you mustn't take off your clothes, because they help you to stay cool.

Always look out for snakes and dangerous insects. Some snakes are good to eat – but you must cook them first!

Finally, make a big SOS sign in the sand, so that planes can see you.

Good luck!



**4 Complete the rule and the examples below.**

We use *must* and *mustn't* + ..... to talk about obligation or strong advice.

You ..... *drink some water every hour.*

You ..... *travel during the day.*

**5 Look at the signs and write rules. Use *You must* or *You mustn't* and the words in the box.**

be careful   drink   ~~smoke~~   stop



1 *You mustn't smoke.*



2 .....



3 .....



4 .....

**6 Work in pairs. What things must/mustn't you do in these places?**

on a plane   in a hospital   in a museum  
on a bicycle   in your school

You must wear a seatbelt on a plane.

You mustn't use a mobile phone.

## Writing Part 7

### Exam advice

- Always read the whole text before trying to fill the spaces.
- When the space is the first word of a question, it is often a form of *do*, *have* or *be*.

**1 Complete the sentences with the correct form of *do*, *have* or *be*.**

- Do* you like camping?
- ..... you going to watch TV tonight?
- ..... Sammy got a computer?
- ..... you go to the party last week?
- ..... you sleeping when I phoned you?
- ..... Marco want to come with us?

**2 Read the text quickly. What kind of text is it? What is the writer talking about?**

**3 Complete the email. Write ONE word for each space.**



Hi Sondra

How (0) *are* you? I'm writing this email on a computer (1) ..... the hotel room. We're near the beach, but the weather is terrible! It started raining on (2) ..... day we arrived, and it looks like it isn't going (3) ..... stop.

Dad thinks it doesn't (4) ..... He likes walking and he isn't worried (5) ..... getting wet. But mum isn't happy. (6) ..... wants to go home, and I agree (7) ..... her. This isn't fun!

I can't believe I missed Abbie's party for this! (8) ..... you go to it? (9) ..... Simon there? Please write soon and tell (10) ..... all about it. I can't wait to get back!

Love

Carol

## Speaking Part 1

### Exam advice

- Sometimes the examiner will ask you questions about the future. Remember to use the correct future form.

**1 Write questions from these words.**

- what / you / do / this weekend?
- what / you / want / do / when you leave school?
- you / go / to university?

**2 65 Listen to three students answering the questions and check your answers.**

**3 Listen again and answer the questions.**

Which of the students' answers

- has grammatical mistakes? ....., .....
- is too short? .....

**4 Correct the mistakes in the students' answers.**

- .....
- .....
- .....

**5 Work in pairs. Take turns to ask and answer the questions in Exercise 1.**



# Vocabulary and grammar review Unit 9

## Grammar

- 1 Exam candidates often make mistakes with the *-ing* form and *to* infinitives. Correct the mistakes in each of these sentences.

- 1 I'd like to go to the party because I enjoy ~~dance~~ *dancing*.
- 2 Thank you for help me with this.
- 3 We decided to bought a new TV.
- 4 I would like visiting your country.
- 5 Stefan wants going to the seaside today.
- 6 I hope hearing from you soon.
- 7 We've got a little table for play cards.
- 8 After see the film, I will go to the café.

- 2 Complete the sentences with the *-ing* form or *to* infinitive of the verb in brackets.

- 1 I promise *to phone* (phone) you as soon as I get home.
- 2 Can you finish ..... (wash) the car before Dad comes back?
- 3 Do you think Martin would like ..... (come) with us to the beach?
- 4 I don't mind ..... (walk) to school when it's sunny.
- 5 Are you going to learn ..... (drive) when you are 16?
- 6 Susan looks really happy about ..... (pass) all her exams.

- 3 Complete the email with the correct form of *will* and the verbs in the box.

|      |               |        |          |
|------|---------------|--------|----------|
| ask  | <del>be</del> | not be | not rain |
| want | go            | meet   | bring    |



Hi, Tim  
 I'm really looking forward to playing tennis with you on Saturday. It (1) *'ll be* great.  
 I (2) ..... you at the front door at 10.30 am.  
 Don't worry, I (3) ..... late this time!  
 I (4) ..... something to drink, so we don't get thirsty during the match.  
 We (5) ..... something to eat when we finish, so I (6) ..... my mum to make some sandwiches. We (7) ..... to the park and eat them. I'm pretty sure it (8) .....!  
 See you on Saturday!  
 Lisa

- 4 Put the words in the correct order to make questions. Then write short answers. Use the correct form of *will*.

- 1 snow / Will / tomorrow / it ? *X*  
*Will it snow tomorrow?* ?  
*No, it won't.*
- 2 be / the party / Susan / Will / at ? *✓*  
 ..... ?
- 3 the shops / open / Will / on Sunday / be ? *X*  
 ..... ?
- 4 you / to football practice / Will / tomorrow / go ?  
*✓*  
 ..... ?
- 5 Daniel / Will / next week / the race / win ? *X*  
 ..... ?

## Vocabulary

- 5 Circle the correct option in italics to complete the mini-dialogues.

- 1 A: *Why* / Would don't we go to the theatre?  
 B: I'd *think* / rather not.
- 2 A: *Shall* / Would you like to go to a cricket match?  
 B: Yeah, *sure* / good.
- 3 A: *How* / Shall about having chicken for dinner?  
 B: I don't *think* / rather so.
- 4 A: *Shall* / Would we watch a DVD?  
 B: Good *thanks* / idea!

- 6 Complete the sentences with adjectives from Unit 9.

- 1 I fell asleep in the film because it was so b *o r i n g*.
- 2 What an a \_ \_ z \_ \_ goal!
- 3 This book is quite i \_ \_ \_ \_ \_ g - why don't you read it?
- 4 What t \_ \_ \_ \_ \_ weather! Let's stay at home today.
- 5 That was the most a \_ \_ s \_ \_ tennis match ever!
- 6 Don't order the soup. It's h \_ \_ \_ \_ \_ .

# Vocabulary and grammar review Unit 10

## Grammar

- 1 Put the words in the correct order to complete the conversation.



- Jim: Hi, Kerry. What are you doing?  
 Kerry: I'm packing. (1) *We're going to go to Scotland tomorrow.* (to Scotland / going to / We're / tomorrow / go)  
 Jim: Oh, that's nice. (2) .....  
 (going to / you / fly / Are ?)  
 Kerry: (3) .....  
 (aren't / No, / fly / we / going to). I'm afraid of flying! (4) .....  
 (drive / is / going to / My dad).  
 Jim: (5) .....  
 (you / stay / Where / going to / are )?  
 Kerry: In a tent!  
 Jim: (6) .....  
 (fun / going to / That's / be)  
 Kerry: I hope so!

- 2 Complete the sentences with *must/mustn't* and verbs from the box.

be drink *try* ride send  
 open talk go

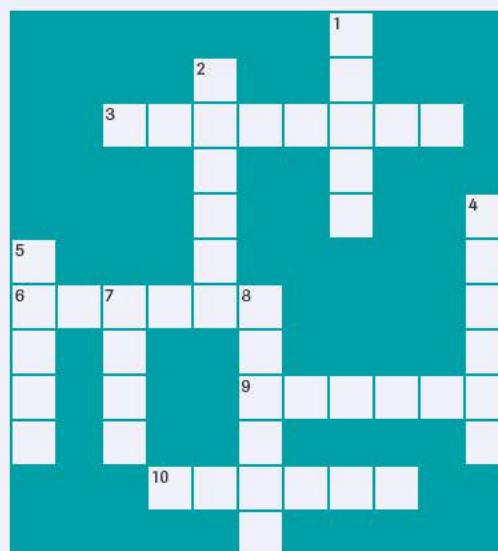
- 1 She failed her test again. She *must try* harder.  
 2 Hurry up! We ..... late for school.  
 3 Shh! You ..... in the exam.  
 4 The children ..... to bed now, or they'll be tired in the morning.  
 5 I'm so thirsty. I ..... something.  
 6 I'll give you your present now - but you ..... it before your birthday!  
 7 It was nice to meet you. You ..... me your email address.  
 8 You ..... your bike here - it's too dangerous.

## Vocabulary

- 3 Choose the correct option, A, B or C.

- 1 We don't need to wear our coats because it's going to be ..... today.  
 A hot B cold C foggy  
 2 It was so ..... that my hat came off!  
 A sunny B windy C hot  
 3 We couldn't go skiing because it didn't ..... enough.  
 A rain B snow C wind  
 4 It's ..... Don't forget your umbrella!  
 A foggy B snowing C raining  
 5 Please turn on the heating. It's really ..... in here.  
 A hot B cold C sunny  
 6 It is so ..... outside, I can't see the other side of the street!  
 A foggy B windy C hot

- 4 Complete the crossword with words from Unit 10.



### Across

- 3 This is very high and there is often snow on the top of it.  
 6 You must travel over water to get to this.  
 9 Summer, for example.  
 10 There are a lot of trees in this place.

### Down

- 1 People like to go to this place next to the sea.  
 2 summer, ..., winter  
 4 winter, ..., summer  
 5 This is water which moves from the land to the sea.  
 7 An area of water with land all around it.  
 8 A very hot place where it doesn't rain much.




# Unit 11 I've got a cold

## Starting off

1 Work in pairs. Match the sentences (1–5) with the photos (A–E). Are the statements true (T) or false (F)?

- 1 A healthy teenager needs about 60 minutes of exercise every day.
- 2 Eight hours sleep per night is enough for most teenagers.
- 3 Being fit can help you get good marks at school.
- 4 Hand washing is important if you want to stay healthy.
- 5 Fast food is never healthy.

2  Listen to the radio interview and check your answers.

3 Are you a healthy person? What unhealthy things do you do? What do you do to keep fit?

## Reading Part 4 (multiple choice)

### Exam round-up

How much do you remember about Reading Part 4? Are these statements true (T) or false (F)? If you think a statement is false, write what you think is correct.

- 1 There are two task types.
- 2 You can read one long text or three short texts.
- 3 The questions are always in the same order as information in the text.
- 4 There are six statements or questions.
- 5 When there are three texts, they are all about a different topic.

1 Look at the title of the text on page 79 and the photo. Where can you find a text like this?

- a a text book
- b a magazine for teenagers
- c a newspaper





# The **new** timetable

By Mischa Lomax

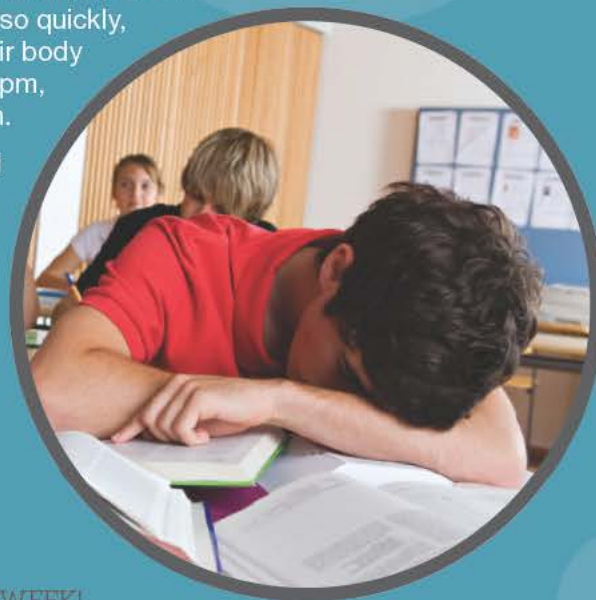
I was 12 when I came to Maywood School, three years ago. Like most schools in the USA, classes began at 8.00 am. However the headteacher, Mr Bergman, thought there was a problem, because so many students were either missing the first class or arriving late. My classmates and I often found it hard to keep our eyes open in the mornings, so lessons were no fun for us. Our marks weren't brilliant either.

In the end, Mr Bergman asked the school doctor for advice. The doctor explained that because teenagers' bodies are growing so quickly, they need more sleep than adults and children. But their body clocks make it hard for them to go to bed before 11.00 pm, so the best time for them to wake up is around 8.00 am.

Dr Bergman decided to try an experiment. He changed the start time for lessons to 9.00 am. The school still opened at 8.00 am and teachers used the extra hour for preparing lessons.

I didn't think the new timetable would make much difference, but I was wrong. I felt much better! Everyone's marks improved, and we all felt more healthy. Also, more students had time for a hot breakfast together in the cafeteria.

After three months Mr Bergman asked staff, students and parents if they wanted to keep the new timetable. Everyone did.



**MORE NEXT WEEK!**

## 2 Read the text about teenagers and sleep, then answer the questions.

0 Mischa has been at Maywood School since the age of

- A 3.
- B 8.
- ☒ C 12.

1 The headteacher was worried because

- A students were not going to classes.
- B teachers were arriving late for lessons.
- C classes sometimes didn't happen.

2 Why didn't Mischa and her friends enjoy their lessons?

- A They found the lessons boring.
- B They were tired.
- C The lessons were too difficult.

3 The doctor told Mr Bergman that teenagers

- A work too hard.
- B are like children.
- C need a lot of sleep.

4 What happened during the experiment?

- A The school was open earlier.
- B Teachers had more free time.
- C Classes began later.

5 When she heard about the experiment, Mischa thought that things would

- A get better.
- B stay the same.
- C get worse.

6 More students had breakfast in the cafeteria because

- A it was more healthy.
- B they didn't have to hurry.
- C it helped them wake up.

7 At the end of the experiment everyone agreed to start classes at

- A 8.00 am
- B 8.30 am
- C 9.00 am

3 How much sleep do you get every night? What time do you usually go to bed?



## Grammar

### First conditional

page 115 Grammar reference: First conditional

- 1 Look at these sentences about teenagers and sleep. Are they talking about the present or the future?

- a If you get enough sleep, you will do well in class.
- b Your body and brain will work better during the day if you get up at 8.00 am.

According to sentences a and b, is it possible for teenagers to:

- get enough sleep?
- get up at 8.00 am?

- 2 The sentences in Exercise 1 are often called the first conditional. Circle the correct words in *italics* to complete the rules.

- 1 We use the first conditional to talk about things that will or won't happen in a *possible / impossible* situation.
- 2 We form the first conditional with *if + present / past tense*, and *will or won't + infinitive*.

- 3 Match the beginning of each sentence (1–6) with its ending (a–e).

- 1 If you don't exercise,
- 2 You'll be tired tomorrow
- 3 What will Sam do
- 4 If I eat too much cake,
- 5 She won't let us eat
- 6 If you go running in the rain,
- a if he doesn't go to school today?
- b you'll get wet.
- c if we don't wash our hands.
- d I'll feel sick.
- e you won't get fit.
- f if you don't go to bed now.

- 4 Exam candidates often make mistakes with the first conditional. Correct the mistakes in each of these sentences.

- 1 If I won't pass my exams, my parents will be angry.
- 2 Mike will help you if you will ask him.
- 3 We'll go to the park if the weather will be nice.
- 4 I'll make you a sandwich if you'll be hungry when you get home.
- 5 You are hurt yourself if you are not careful.
- 6 If we don't hurry, we are late.

- 5 Complete the sentences so that they are true for you.

- 1 If I drink lots of coffee tonight, .....
- 2 I'll be very happy if .....
- 3 My parents will be pleased if .....
- 4 If I get up too early tomorrow, .....
- 5 If the weather is good this weekend, .....
- 6 If I don't do my homework tonight, .....

- 6 Write first conditional questions.

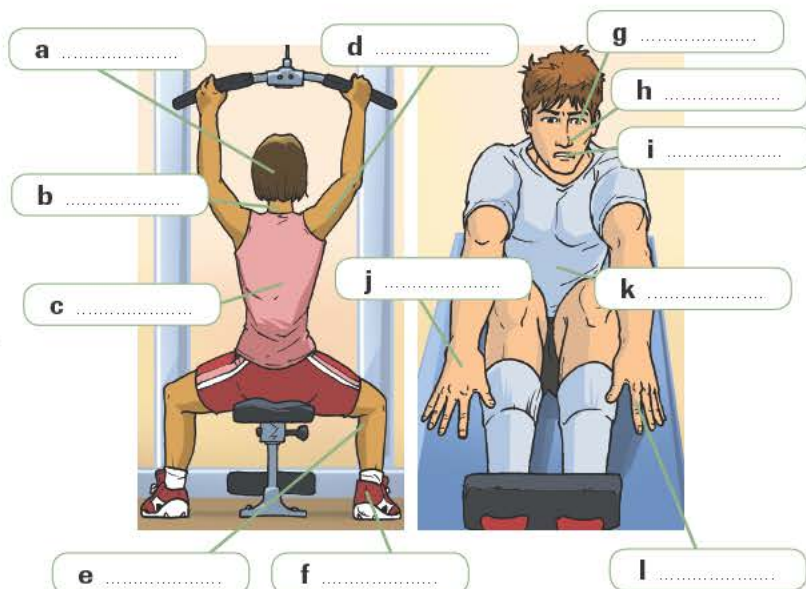
- 1 what / you / do / if / you fail / your English test ?  
*What will you do if you fail your English test?*
- 2 what / you / do / if / it / rain / tomorrow ?
- 3 what / you / do / if / you / be / late for school tomorrow ?
- 4 what / you / eat / if / you / be / hungry / this afternoon ?
- 5 what / your teacher / do / if / you / forget / your homework ?

## Vocabulary

### Parts of the body

- 1 Match the body parts with the picture.

|      |      |       |        |      |         |
|------|------|-------|--------|------|---------|
| arm  | back | eye   | finger | foot | hand    |
| head | leg  | mouth | neck   | nose | stomach |



- 2 Which parts of the body are most important for these activities?

| running | reading | throwing & catching | eating |
|---------|---------|---------------------|--------|
|         |         |                     |        |

- 3 Work in pairs. Student A think of a body part, and student B try to guess what it is by asking questions.

Do you use them for running?

No.

## Listening Part 4

### Exam advice

In Listening Part 4 and 5, you often have to write dates. You can write them in different ways.

4th July, 4 July, July 4, 4/7

Dates are expressed using ordinal numbers. For example, you will hear *July the third*, not *July three*.

first – 1st      second – 2nd      third – 3rd  
fourth – 4th      fifth – 5th, etc.

- 1 Listen and write the information.

- Date of Jake's birthday: .....
- Date of Jake's mum's birthday: .....
- Summer holidays begin: .....
- Fourth letter of Jake's surname: .....

- 2 Work in pairs. Ask and answer the questions you heard in Exercise 1.

When is your birthday?

It's on ...

- 3 Work in pairs. Imagine you want to join a gym. What questions do you want to ask about it?



- 4 Look at the notes. What kind of information is needed in each answer?

# GYM CLASSES

Name of gym: Goodbodies Gym

Cost per month: (1) £ .....

1.00 pm – 4.00 pm, gym is used by: (2) .....

Closed on: (3) .....

Date next course starts: (4) .....

Teacher's name: (5) Tina .....

- 5 You will hear a boy, Simon, asking for some information about a gym. Listen and complete each question.

## Pronunciation

/θ/ and /ð/

- a Listen to the different ways it is pronounced.

- It's the third of March.
- Today is my thirteenth birthday.
- They are coming on Thursday.
- That's nothing!
- I love this weather.

- b Listen and put the words under the correct sound.

birthday   mother   other   seventh   something  
the   their   them   third   Thursday   weather

| /ð/ (as in <i>the</i> ) | /θ/ (as in <i>third</i> ) |
|-------------------------|---------------------------|
|                         |                           |



## Grammar

something, anything, nothing, etc.

page 116 Grammar reference: something, anything, nothing, etc.

- 1 Read the definition from the *Cambridge Essential English Dictionary*.

**concentrate** /'kɒnsəntreɪt/ verb

to think very hard about the thing you are doing and nothing else: *Be quiet – I'm trying to concentrate.*

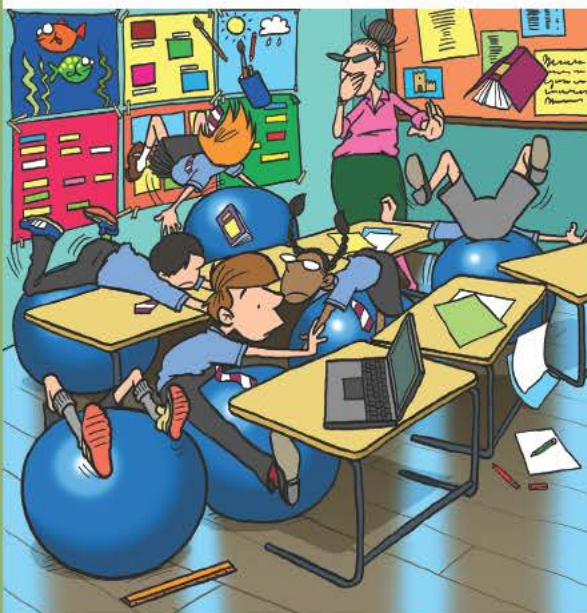
What can help you concentrate in class? What things can make it difficult to concentrate?

- 2 Read the text. What is unusual about Miss Gray's classroom?

A teacher in Australia has found a way for her students to keep fit and concentrate – and they don't have to do anything. They just have to sit at their desks! Instead of sitting on chairs, everyone in Miss Gray's class sits on large, soft exercise balls.

Nothing like this has been tried in classrooms before – but Miss Gray thinks it works. The students are quieter, and they study better. 'Someone told me about these balls years ago. It is something I have wanted to try for a long time,' says Miss Gray. 'The students are happy, the parents are happy – everybody loves the new exercise balls! Nobody wants to sit on those boring old chairs now.'

Do you know anyone who uses one of these balls to sit on? Write and let us know!



- 3 Look at the underlined pronouns in the text. Which ones are for things? Which ones are for people? Complete the table.

| things     | people            |
|------------|-------------------|
| anything   | anyone / anybody  |
| .....      | ..... / somebody  |
| .....      | no one / .....    |
| everything | ..... / everybody |

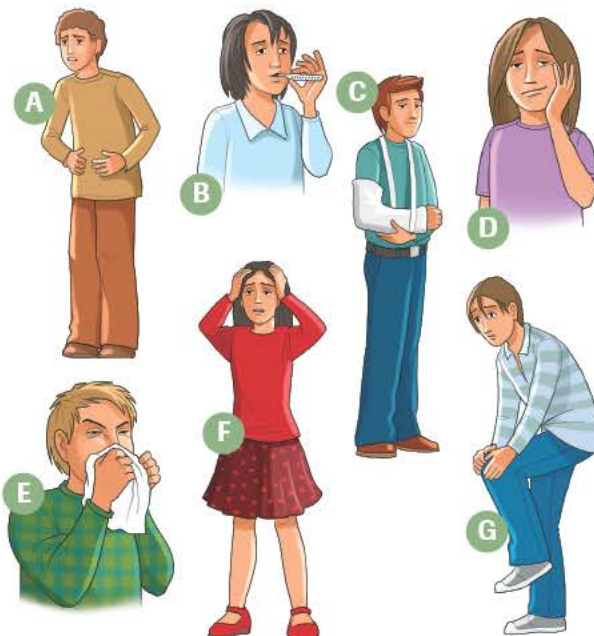
- 4 Exam candidates often make mistakes with *any-*, *some-*, *no-* pronouns. Correct the mistakes in each of these sentences.

- I don't have nothing to do tonight.
- Everybody know me.
- If someone need a bike, I will give them mine.
- Do you want any thing to eat?
- I heard anything about the party. Where is it?
- Nobody think it's a great idea.

## Vocabulary

What's the matter?

- 1 Miss Gray's exercise balls keep her students healthy. But what happens when things go wrong? Match the phrases (1–7) with the pictures (A–G).



- I feel sick.
- I've got a headache.
- I've got a broken arm.
- I've got toothache.
- I've hurt my leg.
- I've got a temperature.
- I've got a cold.

A

.....

.....

.....

.....

.....

.....

.....

.....

.....

- 2 Complete the sentences with the words in the box. Then work in pairs and discuss which advice you would give to the people in Exercise 1.

drink down go (x2) nothing rest take

- 1 ..... an aspirin.
- 2 Lie ..... in bed for a while.
- 3 ..... to the dentist.
- 4 There's ..... you can do.
- 5 ..... some water.
- 6 ..... to the doctor.
- 7 You need to ..... it.

- 3 Work in pairs. Use the phrases in Exercises 1 and 2 to role play conversations giving health advice.

What's the matter?

I've got a headache.

Take an aspirin!

## Speaking Part 1

### Exam advice

- The examiner can ask you questions about several topics. Here is a list of some of those topics: school / studies, hobbies, holidays, family, sports, your country / town, daily routines, likes and dislikes. Try to learn important vocabulary about these topics, and practise talking about them.

- 1 Listen to students answering questions in the exam. What topic from the list above are they talking about?

- |                   |         |         |
|-------------------|---------|---------|
| 1 <u>holidays</u> | 3 ..... | 5 ..... |
| 2 .....           | 4 ..... | 6 ..... |

- 2 What questions did the examiner ask the students in Exercise 1? Put these words in the correct order to make questions. Then match the questions with the students in Exercise 1.

- 1 your / What's / school subject / favourite ?  
What's your favourite school subject? -  
3 school / studies
- 2 think / do / about / your town / What / you ?  
.....
- 3 you / last summer / Where / go / on holiday / did ?  
.....
- 4 Have / got / brothers and sisters / you / any ?  
.....
- 5 like / sports / you / do / What ?  
.....
- 6 do / time / usually / What / get up / you ?  
.....

- 3 Work in pairs. Ask and answer the questions in Exercise 2. Write three more questions of your own on different topics.

## Writing Part 9

### Exam round-up

What do you remember about Writing Part 9? Complete the sentences with these words.

check end three twenty-five

- 1 You must write ..... pieces of information.
- 2 You must write at least ..... words.
- 3 Don't forget to begin and ..... your message correctly.
- 4 Always ..... your answer for mistakes.

- 1 Underline the questions in this email from a friend.



Yes, I would love to come for a run in the park with you. What time shall we meet at your house? How are we going to get to the park? What will we do if it rains?  
Gina

- 2 Read the replies and answer the questions.



Hi Gina,  
Thanks for the message. Let's meet in 2 o'clock at my house tomorrow. If it will rain we go to café near the park. See you soon,  
Mario



Hello Gina  
I'm glad you can come. We'll meet at 1.30 at my house. We can walk to the park, it's not far. We'll stay inside and play games if it rains.  
Best wishes,  
Tony



Lets meet at my hause 1 o'clock. We can run to the park. If it rains well take the buse.  
Bye! Stefan

- 1 Who wrote fewer than 25 words?
- 2 Who didn't include all three pieces of information?
- 3 Who made the most spelling and punctuation mistakes?
- 4 Who needs to check their grammar?
- 5 Who didn't start their message correctly?
- 6 Who will get the best mark?

- 3 Work in pairs. Correct any mistakes.

- 4 Write your own answer to Gina's message.



# Unit 12 Has he been on holiday?



## Starting off

- 1 Listen and match the sounds you hear (1–6) with the forms of transport (a–f).

a bicycle ..... c bus ..... e plane .....  
b boat ..... d car ..... f train .....

- 2 Listen and tick (✓) how these students get to school. How long does it take?

| name   | by car | by boat | by bike | by bus | How long?     |
|--------|--------|---------|---------|--------|---------------|
| John   |        |         |         |        | ..... minutes |
| Maria  |        |         |         |        | ..... minutes |
| Jordan |        |         |         |        | ..... minutes |

- 3 Work in pairs. Take turns to ask and answer the questions.

- How do you get to school?
- How long does it take?

## Reading Part 3b

### Exam information

- In Reading Part 3b you need to complete a conversation.
- There are five spaces to complete.
- There are eight options to choose from.
- Two of those options are wrong.

- 1 Read the conversation. What are the two friends talking about?

John: Hi, Hannah. How are you?  
Hannah: (0) .....  
John: I'm excited. We're going on holiday to the Greek islands tomorrow.  
Hannah: (1) .....  
John: We're flying to Athens. Then we'll catch a train to Piraeus and get on a boat. Have you ever been to Greece?  
Hannah: (2) .....  
John: That's great. What do you think I should take with me?  
Hannah: (3) .....  
John: Thanks. That means I won't have to buy one.  
Hannah: (4) .....  
John: Would you like me to bring something back from Greece for you?  
Hannah: (5) .....  
John: OK.

- 2 Look at Question 1 above and answers A–H below. Answer the questions.

- Which four replies are possible?
  - Now look at the next line (We're flying to Athens). Which of the four replies is the correct one?
- A No problem. We won't need it again this year.  
B When are you leaving?  
C Have you got a guidebook? You can borrow mine if you want.  
D Yes, you should. It's going to be hot.  
E Lucky you. How are you getting there?  
F We went there last summer. It was wonderful.  
G Fine thanks, John. And you?  
H No thanks. Just send me a postcard.

- 3 Complete the conversation between the two friends. Listen and check your answers.



## Grammar

### Present perfect

page 116 Grammar reference: Present perfect

- 1 Do you like long car journeys? Why? / Why not?
- 2 Look at the photo. What do you think the text is about?

Do you like long car journeys? The Zapp family from Argentina do. They started their journey in 2000, and they are still travelling!

Mr and Mrs Zapp have travelled more than 230,000 kilometres in their old car. Their four children were all born in different countries: Pampa is a U.S. citizen, Tehue is Argentinian, Paloma is Canadian, and Wallaby is Australian. The children have never been to school, but they have learned a lot of things on their travels.

The family has been to more than 45 different countries, and thousands of people have invited them into their homes. Maybe they have visited a place near you. Have you seen them?



- 3 Read the text and answer the questions with **yes** or **no**. Circle the parts of the text where you found the answers.

- 1 Is the Zapp family's journey finished?
- 2 Do we know exactly when they travelled 230,000 kilometres?
- 3 Do the Zapp children know lots of things?
- 4 Do we know exactly when the Zapp children learned those things?

- 4 Look at the underlined examples of the present perfect in the text. Then complete the rules with words from the box. You do not need to use all the words.

have is past present when

- 1 We use the present perfect to talk about experiences in the .....
- 2 When we use the present perfect to talk about experiences, we do not say ..... they happened.
- 3 We form the present perfect with ..... / *has* + past participle.

- 5 The past participle of regular verbs is the same as the past simple form. Complete the table.

| infinitive | past simple | past participle |
|------------|-------------|-----------------|
| visit      | visited     | .....           |
| watch      | .....       | watched         |

- 6 Some past principles are irregular. Complete the sentences with past participles from the box.

driven drunk eaten read stopped  
swum thought written

- 1 I have read all of the Harry Potter books.
- 2 Have you ever ..... a car?
- 3 My teacher has ..... a letter to my parents.
- 4 It hasn't ..... raining for days.
- 5 I can't sleep because I've ..... too much chocolate.
- 6 Who has ..... all the orange juice?
- 7 Have you ever ..... about living in another country?
- 8 Sonja's never ..... in the sea.





**7** **11** Listen to the Zapp family talking about their experiences on the road. Choose the correct answer.

- 1 Have the Zapps ever had problems on their journey?  
A Yes, they have.  
B No, they haven't.
- 2 Has the car ever stopped working?  
A Yes, it has.  
B No, it hasn't.
- 3 Has the car ever travelled faster than 55 kilometres per hour?  
A Yes, it has.  
B No, it hasn't.
- 4 Have the children seen any wild animals?  
A Yes, they have.  
B No, they haven't.
- 5 Have they ever been to Vietnam?  
A Yes, they have.  
B No, they haven't.

**8** Make questions using *ever* and the present perfect. Write true answers. Then add two more questions of your own.

- 1 you / live in another country?  
*Have you ever lived in another country?*  
*Yes, I have. / No, I haven't.*
- 2 your dad / drive / a racing car ?  
.....  
.....
- 3 you / be / on a plane ?  
.....  
.....
- 4 you / miss / a train or bus ?  
.....  
.....
- 5 your teacher / go / on a trip with you?  
.....  
.....
- 6 your parents / go / on a trip without you?  
.....  
.....

## Pronunciation

### Sentence stress

**12** Listen and repeat.

Have you ever been to China?

No, I haven't.

Have you ever been to France?

Yes, I have.

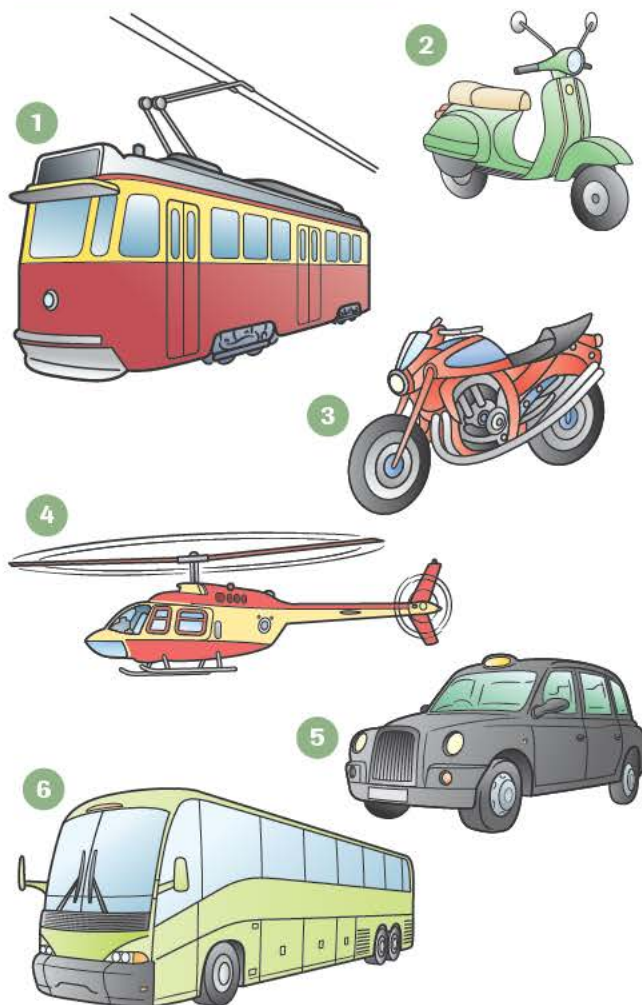
**9** Work in pairs. Ask and answer the questions in Exercise 8.

## Vocabulary

### Vehicles

**1** Label the pictures with words from the box.

|         |            |           |
|---------|------------|-----------|
| coach   | helicopter | motorbike |
| scooter | taxi       | tram      |



You can travel / go / be *in* a taxi, car and helicopter.

You can travel / go / be *on* a coach, motorbike, plane, scooter.



- 2 Complete the sentences so they are true for you. Use words from Exercise 1.

- 1 I don't like travelling by .....
- 2 I prefer going by .....
- 3 I have often been on/in a .....
- 4 I have never been on/in a .....

- 3 Work in pairs. Find out what your partner's favourite and least favourite forms of transport are. Report back to the class. What is the most and least popular form of transport in the class?

## Listening Part 4

### Exam round-up

How much do you remember about Listening Part 4? Are these statements true (T) or false (F)?

- 1 You will hear a monologue.
- 2 There are seven questions.
- 3 The answers follow the order of the recording.
- 4 You need to write one word in the space.
- 5 You must spell the words correctly.

In Listening Part 4 & 5, you often have to write times.

- 1 13 Listen and write the times you hear.

- 1 ..... 10.45 ..... am
- 2 ..... pm
- 3 ..... pm
- 4 ..... pm
- 5 ..... pm

- 2 Imagine you have been invited to go on a long bicycle ride. What questions do you want to ask about it?

- 3 Look at the notes. What kind of information is needed in each answer?

### Bicycle ride

Day: Sunday

How far: (1) ..... km

Weather on Sunday? (2) .....

Should wear: (3) ..... , T-shirt and trainers

Ride begins: (4) ..... am

Meeting place: (5) ..... Stadium

- 4 14 You will hear a boy, Tommy, talking to his friend Jane about a bicycle ride. Listen and complete each question.

## Grammar

### should / shouldn't

page 117 Grammar reference: should / shouldn't

- 1 Look at these sentences from Listening Exercise 4. What do they express?

- a an obligation
- b a piece of advice

- 1 You should wear something light and comfortable.
- 2 You should get there early.
- 3 You shouldn't worry.

- 2 Circle the correct option in *italics* to complete the rule and the examples.

We use *should* or *shouldn't* + *infinitive* / *past participle*.

You should *study* / *studied* more – you'll get better grades.

You shouldn't *eaten* / *eat* too much – it's bad for your health.





- 3 Complete the bicycle safety notice with *should* or *shouldn't* and the words in the box.

carry passengers    ~~cycle on the pavement~~\*  
listen to your MP3 player    look behind you  
ride too close to parked cars    turn on your lights  
use the cycle path    ~~wear bright clothes~~



☒ You should wear bright clothes, so that car drivers can see you.  
..... before you turn right or left.  
..... – that's the safest place to ride.  
..... at night.

☒ You shouldn't cycle on the pavement – it's actually more dangerous than the road!  
..... – you need to hear what is happening around you.  
..... – somebody might open a car door in front of you.  
..... – your bike can carry only one person safely.

\*pavement (n) – a path by the side of the road that people walk on

- 4 Work in pairs. Take turns to give each other advice in these situations. Use *should/shouldn't* and your own ideas.

You feel very tired all the time.  
You keep falling off your bike.  
You are always late for school.  
You want to be a rock star.  
You get bad marks in English.

I feel very tired all the time.

You should go to bed earlier. /  
You shouldn't stay up late.

## Vocabulary

### Travel verbs

- 1 Make a list of all the vehicles mentioned in this unit. Then match them with these verbs. Which vehicle didn't you use?

1 drive: a car .....  
.....  
2 fly: .....  
3 ride: .....  
.....

- 2 Circle the correct words in *italics* to complete the sentences.

1 I'm learning to *drive* / ride a scooter.  
2 My mum is a pilot. She *flies* / *drives* planes all over the world.  
3 Dan's uncle *rides* / *drives* a taxi in London.  
4 How far have you *ridden* / *driven* on your bike?  
5 Have you ever *flown* / *driven* in a helicopter?

- 3 Match the sentences (1–4) with the pictures (A–C). Then complete the sentences.



1 He gets on the bus at 8.05 every morning. A  
2 He missed the bus! .....  
3 He got off the bus outside her house. ....  
4 He catches the bus every day. ....

- 4 Work in pairs. Think of a country or city on one of these continents. Imagine that your partner is visiting this place. Take turns to say how he/she should travel there.

|             |                 |
|-------------|-----------------|
| 1 Asia      | 5 Antarctica    |
| 2 Europe    | 6 North America |
| 3 Africa    | 7 South America |
| 4 Australia |                 |

Sydney, Australia  
First you should catch a bus to the airport.  
Then you should get on a plane ...

## Writing Part 6

### Exam round-up

How much do you remember about Writing Part 6? Complete the sentences with the words in the box.

count five one plural spelling topic

- 1 Read the instructions to find out the .....
- 2 Always ..... the number of spaces.
- 3 There is ..... space for each letter in the word.
- 4 There are ..... definitions of words, and one example.
- 5 Always check whether the words are singular or .....
- 6 Always check your ..... !

- 1 Exam candidates often make spelling mistakes. Each of these sentences contains one of the most common mistakes. Cross it out and correct it.

- 1 It is Friday ~~tomorrow~~ tomorrow
- 2 I can't find my mobil phone. ....
- 3 What kind of musique do you like? ....
- 4 He has got blak hair. ....
- 5 Carla is my best frind. ....
- 6 Pink is my favourite coulour. ....

- 2 Read the descriptions of some words about travelling. What is the word for each one? The first letter is already there. There is one space for each other letter in the word.

- 0 You need to put this in a car to make it go. p e t r o l
- 1 You can catch a train in this place. s \_ \_ \_ \_ \_
- 2 Most bicycles have two of these round things. w \_ \_ \_ \_ \_
- 3 This is the word for all the cars, trucks and buses on the road. t \_ \_ \_ \_ \_
- 4 This person flies a plane. p \_ \_ \_ \_ \_
- 5 You have to buy this when you get on a bus. t \_ \_ \_ \_ \_

## Speaking Part 2

### Exam advice

- Sometimes your partner will not understand your question. You will need to ask the question in a different way.
- If you do not understand the question, say, 'Can you say that again, please?'

- 1 Rephrase the questions.

- 1 What did you buy? (something)  
Did you buy something ?
- 2 Was it expensive? (much)  
How ..... ?
- 3 How can you get there? (bus)  
Can ..... ?
- 4 Can you go there on Saturdays? (open)  
Is ..... ?
- 5 Does it sell DVDs? (buy)  
Can ..... ?
- 6 How long is the journey? (far)  
Is ..... ?

- 2 Look at the notice about a bicycle for sale. Try to think what questions will be asked about it.

# FOR SALE

## Boy's bicycle, for ages 10-12



**2 years old, blue bicycle.**  
**Great for riding to school!**  
**Only £40**  
**Phone Mike: 0793 1989883**

- 3 Work in pairs. Look at the question card about a bicycle for sale. Write two questions for each prompt – an information question and a yes/no question.

# FOR SALE

## Boy's bicycle, for ages 10-12



- big / bicycle ?
- old ?
- colour ?
- How much ?
- more information ? ☎

*How big is the bicycle?  
Is it a big bicycle?*

- 4 Take turns to ask and answer the questions about the bicycle.



# Vocabulary and grammar review Unit 11

## Grammar

1 Circle the correct option in *italics* in each of these sentences.

- If you (study) / *will study* hard, you will pass your exams.
- If you don't go to school today, your teacher *will be* / *is* angry.
- She'll be very happy if her parents *will buy* / *buy* her a bike.
- If we 'll go / go to the cinema tomorrow, we'll take Rob with us.
- We 'll get / *get* another drink if we're still thirsty later.
- If we do our homework tonight, we *won't have* / *don't have* to do it at the weekend.

2 Write first conditional questions.

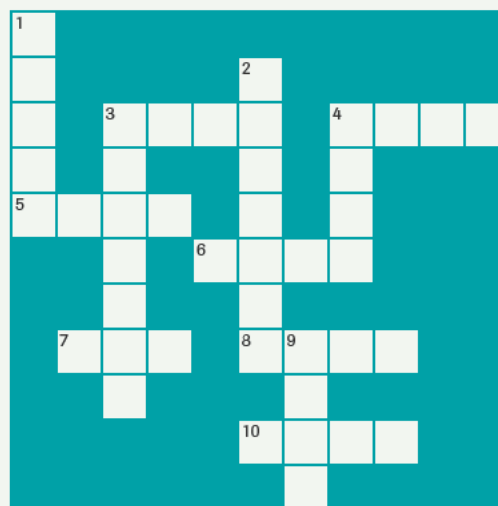
- what / you / drink / if / you / be / thirsty / this evening ?  
*What will you drink if you are thirsty this evening?*
- what / you / do / if / it / be / sunny tomorrow ?
- what / your parents / do / if / you / pass all your exams ?
- how / you / feel / if / you / eat / too much chocolate ?
- where / you / go / if / it / rain / this weekend ?
- who / you / ask / if / you / need help / with your homework ?

3 Complete the words with *some*, *any*, *every* or *no*.

- Hello? Is there any body here?
- I've bought Dave .....thing great for his birthday. He'll love it.
- We looked .....where, but we couldn't find our car.
- .....body loves good food.
- A: Where did you go last night?  
B: .....where. I stayed in and watched TV.
- .....body failed the test. The whole class passed!
- I don't want .....thing to eat, thank you.
- We want to go on holiday .....where hot and sunny this year.

## Vocabulary

4 Complete the crossword with body words.



### Across

- You wear a shoe on this part of the body.
- You smell things with this.
- You use this to pick things up and write.
- It's behind you!
- Your hand is on the end of this.
- The top part of your body.
- You use these for running and walking.

### Down

- You put food in here when you eat.
- This is where the food goes when it's inside you.
- You have ten of these on your hands.
- This is between your body and your head.
- You use these to see.

5 Complete the sentences with words from Unit 11.

- My head hurts. I've got a h eadache .
- My tooth hurts. I've got t..... .
- I'm hot. I've got a t..... .
- Ouch! I've h..... my foot!
- You can't go to school today. You've got a c..... .
- I feel s..... .

# Vocabulary and grammar review Unit 12

## Grammar

1 Write the past participles of these verbs.

- |   |        |              |
|---|--------|--------------|
| 1 | drink  | <u>drunk</u> |
| 2 | drive  | .....        |
| 3 | eat    | .....        |
| 4 | invite | .....        |
| 5 | learn  | .....        |
| 6 | read   | .....        |
| 7 | see    | .....        |
| 8 | think  | .....        |

2 Which two verbs in Exercise 1 are regular?

3 Mike is going on a camping trip. Look at the list of things he has and hasn't done, and write sentences.

buy the train ticket ✓  
make some sandwiches X  
clean the tent ✓  
buy a map X  
wash my clothes ✓  
invite Maria ✓  
find a cooking pot X

- |   |                                      |
|---|--------------------------------------|
| 1 | <u>He's bought the train ticket.</u> |
| 2 | .....                                |
| 3 | .....                                |
| 4 | .....                                |
| 5 | .....                                |
| 6 | .....                                |
| 7 | .....                                |

4 Read the sentences then write advice using *should* or *shouldn't*.

- |   |  |
|---|--|
| 1 | I hurt my foot when I was jumping off my desk.<br><u>You shouldn't jump off your desk!</u> |
| 2 | Dani is great at football, but he doesn't practise very often.<br>.....                    |
| 3 | I want to finish this book, but I'm tired and my eyes hurt.<br>.....                       |
| 4 | These shoes are too small and they hurt my feet.<br>.....                                  |
| 5 | Watching tennis gives me a headache.<br>.....  |
| 6 | Steve doesn't like vegetable soup.<br>.....  |

## Vocabulary

5 Put the letters in the correct order to make vehicles.

- |   |            |             |
|---|------------|-------------|
| 1 | AXIT       | <u>taxi</u> |
| 2 | USB        | .....       |
| 3 | ATBO       | .....       |
| 4 | NAPEL      | .....       |
| 5 | MART       | .....       |
| 6 | RECOSTO    | .....       |
| 7 | OTHILCREPE | .....       |
| 8 | OMTEROIBK  | .....       |

6 Choose the correct option, A, B, or C.



- |   |  |           |          |                 |
|---|--|-----------|----------|-----------------|
| 1 | Have you ever ..... a scooter?                           | A driven  | B flown  | <u>C ridden</u> |
| 2 | We ..... to France in our old car.                       | A drove   | B flew   | C rode          |
| 3 | ..... a plane is really difficult.                       | A Driving | B Flying | C Riding        |
| 4 | I'm learning to ..... a bike – I never learned before!   | A fly     | B drive  | C ride          |
| 5 | Uncle Martin ..... a helicopter when he was a policeman. | A flew    | B drove  | C rode          |
| 6 | The only vehicle Dad hasn't ..... is a fire engine.      | A flown   | B driven | C ridden        |



# Unit 13 She might be a vet

## Starting off

1 Work in pairs. If you have some free time this weekend, what will you do?

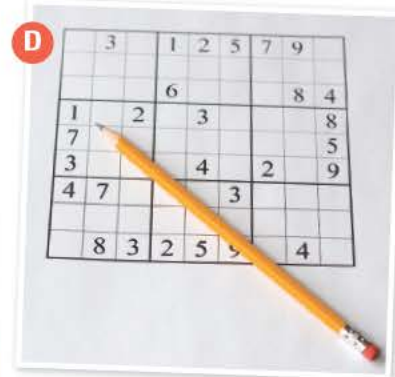
2 Match the words with the pictures.

- 1 making jewellery
- 2 snowboarding
- 3 collecting trainers
- 4 sailing
- 5 doing puzzles
- 6 playing computer games

3 15 Listen to a teacher asking Natasha about her hobbies. Answer the questions.

- 1 What hobby did she do when she was younger?
- 2 What hobbies does she do now?
- 3 What hobby would she like to try?

4 What hobbies do you do? Which hobby would you like to try? Why?



## Listening Part 3

### Exam round-up

What do you remember about Listening Part 3? Complete the information with the words in the box.

answer before complete conversation  
five hear three

- 1 You will hear a ..... between two people.
- 2 There are ..... questions and ..... possible answers for each question.
- 3 You have to ..... a sentence or ..... a question.
- 4 Always read all the questions ..... the recording is played.
- 5 Don't choose an answer just because it has a word which you ..... in the recording.
- 6 The answer will sometimes be a paraphrase of something you hear.

1 Look at the dictionary definition.

**paraphrase** verb [I,T]

to say something that has been said or written in a different way. 'I'll send you a message' is a paraphrase of 'I'll text you'.

**paraphrase** noun [C]

2 Work in pairs. Try to think of other ways of saying these things.

- a I'll teach you. ....
- b I'm improving. ....
- c The restaurant was full. ....
- d I'll send you a message. *I'll text you. - 1*
- e It was too small. ....
- f I saw a film. ....
- g It lasted 15 minutes. ....

3 16 You will hear paraphrases of the sentences in Exercise 2. Match the sentences you hear (1-7) with sentences (a-g).



4 Now look at the questions below. Underline the key words.

5 17 Listen to Holly talking to her friend Ned about learning to sail.

For each question choose the right answer (A, B or C).



- 0 Where does Holly take sailing lessons?
  - A on a lake
  - B on a river
  - C on the sea
- 1 How much does Holly pay for one lesson?
  - A £18
  - B £15
  - C £10
- 2 How long is each lesson?
  - A half an hour
  - B one hour
  - C one and a half hours
- 3 Holly is happy with the course because
  - A the boats are new.
  - B she has won a prize.
  - C her sailing has improved.
- 4 Holly says the teacher is
  - A rather young.
  - B sometimes angry.
  - C good at his job.
- 5 What will Holly do when the course is finished?
  - A make sailing her hobby
  - B get her own boat
  - C try something different

## Grammar

Present perfect with *for* and *since*

page 117 Grammar reference:  
Present perfect with *for* and *since*



- 1 Look at the photos. What are the people doing? Have you ever done anything like this?
- 2 Read the text. What is Logan's hobby called?

Have you ever wanted to be able to climb over three-metre walls? How about jumping from one building to another? My name is Logan Smith, I'm 13 years old, and I can do all those things because my hobby is Parkour.

In Parkour, or free-running, you must get from one place to another as quickly as you can. If there is something in your way, you go over it, under it or around it. It's great fun. But it can be dangerous, so if you want to learn, you'll have to find a good teacher. The first thing you learn is how to fall well! I began learning Parkour three years ago. I fell over a lot at first, but I learned fast, and I have improved since then. I haven't fallen for about three months.

I've lived in this town since I was two years old. It's a bit boring, because there aren't many places kids can go to play. But all that changed when I started learning Parkour. Now the whole town is my playground!





- 3 Answer the questions about the text on page 93. Then complete the rule below with *present* and *past*.

- 1 When did Logan start to do Parkour?
- 2 Does he still do Parkour?
- 3 How long has he done Parkour?
- 4 When did Logan start living in his town?
- 5 Does he still live there?
- 6 How long has he lived in his town?

We use the present perfect to talk about an action that started in the ..... and continues up until the .....

- 4 Underline all the sentences in the text which contain *for* and *since*. Then match the beginning of each sentence below with its ending to complete the rules.

- 1 We use the present perfect + *for* to
  - 2 We use the present perfect + *since* to
- a talk about a period of time.  
b say when something began happening.

- 5 Complete the sentences with *for* or *since*.

- 1 I have known my best friend ..... *for* ..... three years.
- 2 We've had the same car ..... 2005.
- 3 My grandma has been away ..... weeks.
- 4 The school has been closed ..... June.
- 5 My parents haven't been on holiday ..... a long time.

- 6 Complete the sentences so that they are true for you.

- 1 I ..... (know) my best friend for .....
- 2 My family ..... (live) here since .....
- 3 I ..... (have) these shoes for .....
- 4 I ..... (not have) anything to eat since .....
- 5 I ..... (be) at this school for .....

- 7 Work in pairs. Write questions based on the sentences in Exercise 6. Take turns to ask and answer your questions.

How long have you known your best friend?

I've known my best friend for nine years.

## Vocabulary

### Adverbs

- 1 Look at the picture and read the sentences. Which word in bold describes a) the noun b) the verb?



He jumped over the wall easily.  
It was an easy jump.

- 2 Circle the correct words in *italics* to complete the interview with Logan.

- Interviewer:** Have you ever had a (1) *bad* / *badly* fall?  
**Logan:** Once, two years ago, I was climbing a wall. It was wet, and I fell (2) *bad* / *badly*. I broke my arm.  
**Interviewer:** How long did it take to get better?  
**Logan:** I was lucky. It got better quite (3) *quick* / *quickly*. I think it was about six weeks.  
**Interviewer:** Is it (4) *easy* / *easily* to hurt yourself when you are doing Parkour?  
**Logan:** Yes, you can get hurt (5) *easy* / *easily*. You have to be (6) *careful* / *carefully*.  
**Interviewer:** Is it possible to jump over a two-metre wall (7) *careful* / *carefully*?  
**Logan:** Ha ha! Yes. When you can do Parkour (8) *good* / *well*, it is possible.  
**Interviewer:** I'm glad you're (9) *good* / *well* at Parkour!

- 3 Complete the table.

| <i>adjective</i> | <i>adverb</i> |
|------------------|---------------|
| bad              | .....         |
| .....            | carefully     |
| .....            | slowly        |
| quick            | .....         |
| easy             | .....         |
| .....            | happily       |
| fast             | fast          |
| .....            | well          |

- 4 Complete the sentences with the adverb form of an adjective from the box.

bad careful easy fast good happy

- The baby laughed ..... at her new toy.
- Please drive ..... There are children playing in the street.
- Carla speaks English very ..... because she was born in London.
- Jake hurt himself ..... while he was snowboarding.
- Please don't speak so ..... I can't understand you.
- We thought it would be difficult, but everyone completed the exercise .....

- 5 Work in pairs. Tell your partner which things you do well and which ones you do badly.

## Reading Part 1

### Exam round-up

What do you remember about Reading Part 1? Are the statements true (T) or false (F)?

- There are four notices and four matching sentences.
- You should read all the notices first to find out what the topics are.
- Always choose the notice which has the same words as the sentence.
- It's a good idea to cross out the example notice after you have read it.
- Three of the notices do not match any description.
- Look for notices that have the same meaning as the descriptions.

- 1 Match phrases (1–9) with phrases with a similar meaning from the box.

become a member every day free gift  
half price no credit cards ~~not tomorrow~~  
sold out under-18s only young people

- today only ..... ~~not tomorrow~~ .....
- 50% cheaper .....
- no adults .....
- there are none left .....
- daily .....
- join .....
- children .....
- cash only .....
- a present .....

- 2 Look at the notices. What is the topic which connects them all?

**A**

**DANCE COMPETITION**  
CIVIC HALL,  
SATURDAY 4 PM.  
GREAT PRIZES!

**F**

**Kids' Cartoon Club**  
New members welcome.  
Under-18s only

**B**

**CHESS TEAM**  
We need more players!  
7 pm tonight  
Library

**G**

**Drawing Class**  
No lesson on Thursday  
(SCHOOL CLOSED)

**C**

**NEW AFTER-SCHOOL DANCE CLUB**  
KEEP FIT WITH HIP HOP! THIS WEDNESDAY IN SPORTS HALL.

**D**

**YEAR 5 Important Notice**  
Singing practice starts late today.  
At 10.30 am

**H**

**Jewellery-making Course**  
Every Friday evening,  
September – October  
STUDENTS HALF PRICE

**E**

**EXHIBITION OF STUDENT PAINTINGS ON SHOW**  
ROOM 13B  
1–5 PM TODAY

- 3 Which notice (A–H) says this (1–5)?

- Adults cannot join this. .... **F** .....
- The time of this has changed. ....
- You can see some art here this afternoon. ....
- You can join this to stay healthy and have fun. ....
- You pay less for this if you are still at school. ....
- If you like this game, go to the meeting this evening. ....



## Grammar

may / might

▶ page 118 Grammar reference: may / might

### 1 Read Simone's email and answer the questions.



Hi, Julia

What do you usually do on Friday evenings? I may go on a jewellery-making course in September, and I thought you might be interested too. These courses are usually expensive, but this one is half price for students, so it might not be too bad. I'll ring up and ask how much it costs tomorrow and send you a message. What do you think? We may be able to sell our jewellery and make some money!

Natasha

- Will Natasha do the jewellery-making course?  
Yes / No / Don't know
- Is Julia interested in doing the course?  
Yes / No / Don't know
- Is the jewellery-making course expensive?  
Yes / No / Don't know
- Will they be able to make money from their jewellery?  
Yes / No / Don't know

### 2 Read the examples. Circle the correct words in *italics* to complete the rule.

There **may be** food at the party – I don't really know for sure.

I have a lot of homework, so I **might not come** out tonight.

We use *may (not)* or *might (not)* when we are *sure / not sure* that something is true.

### 3 Complete the sentences in your own words. Use *may (not)* or *might (not)*.

- Tony's hobby is cooking.  
He *might be a chef when he grows up*.
- There is somebody at the door.  
It .....
- Sally looks terrible.  
She .....
- Dan isn't in school today.  
He .....
- My friend hasn't replied to my email.  
He / She .....
- I bought a lottery ticket yesterday.  
I .....

## Vocabulary

Jobs

### 1 Look at the first sentence in Grammar Exercise 3. Tony might be a chef when he grows up because his hobby is cooking. Can you think of other hobbies which might lead to jobs? Work in pairs and make a list.

### 2 Match the students with the jobs they might enjoy doing in the future.

|          |             |      |            |
|----------|-------------|------|------------|
| mechanic | nurse       | vet  | tour guide |
| cleaner  | businessman | chef |            |

- Suzy always loves cooking. *chef*
- Daniel likes animals and wants to help them.
- Julianna enjoys showing people round her home town.
- Mario hates things to be untidy.
- Stefan wants to make lots of money.
- Juan wants to help people who are ill.
- Pat loves fixing things, especially cars.

## Pronunciation

/w/ /v/ /b/

### a 18 Listen and repeat.

waiter      businessman      vet

### b 19 Work in pairs. Listen and read the dialogues.

- A: Would you like to work in a bank?  
B: No. That would be very boring. I want to be a vet.
- A: Wendy was a window cleaner. Now she's a very rich businesswoman.  
B: Wow!
- A: Victor makes videos for bands. They're wonderful!  
B: Yes, he does them very well.

### 3 Which job would you like to do most? Which would you not like to do? Why? Ask and answer in pairs.

Which job would you like to do?

I'd like to be a nurse, because I like looking after people.

Which job would you not like to do?

I wouldn't like ...

## Writing Part 8

### Exam round-up

What do you remember about Writing Part 8? Circle the correct option in *italics*.

- 1 You will read *two* / *three* short texts.
- 2 You must write *five* / *seven* pieces of information.
- 3 The answers *sometimes* / *always* appear in the texts.
- 4 There is *always* / *never* a distracter for each answer – don't choose it!


### 1 Read the texts. What is the advert for?

## Grant's Bookshop

Talks this weekend:

**Friday 7 pm**  
**Simon Hunt** –  
Writing is fun

**Saturday 3 pm**  
**Greta Hunt** – How my  
hobby became my job



**Tickets at the door:**  
£4 (students £2.50)  
or call 01244 382196

From: Tom
To: Sam

Shall we go to a talk at the bookshop this weekend? The afternoon one looks more interesting. Can you get tickets? They'll be cheaper for us. I'll see you in the coffee shop at 2.45. Call me at home on 01284 779341 if there's a problem.

### 2 Work in pairs. Look at the texts again. For each space in the notes below, there are two examples of the type of answer (one answer and one distracter). Can you find both of them?

### Sam's notes

Talk by: Simon Hunt / Greta Hunt

Day: (1) Friday / .....

Place: (2) ..... / .....

Price of my ticket:  
(3) ..... / .....

Time to meet Tom:  
(4) ..... / .....

Tom's home number:  
(5) ..... / .....

### 3 Read the texts again. Cross out the wrong answers you wrote in Exercise 2.

### 4 Which talk would you prefer to go to?

## Speaking Part 2

### Exam round-up

What do you remember about Speaking Part 2? Circle the correct words in *italics* to complete the description.

In Speaking Part 2, you must speak to your (1) *examiner* / *partner*. The student with the (2) *question* / *information* card must ask questions, and the student with the (3) *question* / *information* card must answer them. The answers to the (4) *five* / *seven* questions (5) *will be* / *will not be* in the order of the information on the card.

Finally, don't worry – try to enjoy the test!

### 1 Work in pairs.

Student A. You don't know anything about the Parkour lessons. Ask Student B about it.

## PARKOUR LESSONS




- where ?
- cost ?
- wear special clothes ?

- for everyone ?
- lessons Saturday ?

Student B. Answer Student A's questions.

## PARKOUR LESSONS



### Central Park Playground

Every day, 6 pm – 7 pm  
Only £1 per lesson  
Over 10s only  
Wear trainers and comfortable clothes

### 2 Now change roles.



# Unit 14 Can you repeat that, please?

## Starting off

1 Work in pairs. Look at the photos and answer the questions.

- 1 Who is communicating?
- 2 Who are they talking to?
- 3 What are they saying?



2 Do you use any of these ways of communicating?  
Can you think of other ways of sending messages?

## Listening Part 2

- 1 Look at Exercise 4 on page 99. How are the two people communicating?
- 2 Do you have a mobile phone? How often do you use it? What do you use it for most?

### Exam round-up

What do you remember about Listening Part 2? Circle the correct option in *italics* to complete the sentences.

- 1 You will hear a *monologue* / *dialogue*.
- 2 There are *five* / *seven* questions.
- 3 You must match *two* / *three* lists of information.
- 4 The words in the first list *are* / *are not* in the order in which you hear them.
- 5 *Two* / *Three* of the words in the second list are distracters.
- 6 You must write a *letter* / *number* in each answer box.
- 7 You can use each option only *once* / *twice*.

When the words in the second column of the task are adjectives, many of them will be paraphrased in the recording.

3 Match sentences (1–5) with the adjectives (a–e).

- |                             |             |
|-----------------------------|-------------|
| 1 It wasn't big enough.     | a expensive |
| 2 The tables weren't clean. | b small     |
| 3 Everything cost so much!  | c quiet     |
| 4 It wasn't any fun.        | d boring    |
| 5 She didn't say much.      | e dirty     |

- 4 Listen to Tom and Maria talking on the phone about the people they met at the party. What do they say about each person? For questions 1–5 write a letter A–H next to each person.

| People  |                                       | Description   |
|---------|---------------------------------------|---------------|
| 0 Dan   | <input checked="" type="checkbox"/> H | A boring      |
| 1 Sarah | <input type="checkbox"/>              | B clever      |
| 2 Jenny | <input type="checkbox"/>              | C famous      |
| 3 Simon | <input type="checkbox"/>              | D friendly    |
| 4 Steve | <input type="checkbox"/>              | E funny       |
| 5 Becky | <input type="checkbox"/>              | F interesting |
|         |                                       | G quiet       |
|         |                                       | H tall        |

## Grammar

### The passive

page 118 Grammar reference: The passive

- 1 Look at the Texting Facts. How many of the facts did you know?

**TEXTING FACTS**

- Over 5 billion texts are sent every day!
- The first text message was sent in 1992. It said 'Merry Christmas'.
- The 2010 Texting World Cup was won by Korea.
- Most text messages are delivered in under 10 seconds.
- A person who sends a text is called a 'texter'.
- Texting is only the second most popular use for a mobile phone.
- Mobile phones are used most often for ... finding out the time!

- 2 Look at the facts in Exercise 1 and answer the questions.

- Do we know who sends 5 billion texts every day?
- Do we know who sent the first text message?
- Do we know who won the Texting World Cup in 2010?
- Look at the underlined words. Which facts are in the present tense and which ones are in the past tense?

- 3 Circle the correct options in italics to complete the rules.

- We use the passive when we *know* / *don't know* who did the action, or it isn't important.
- We use the passive with *by* / *on* when we want to say who does the action.
- The passive is formed with the correct form of the verb *to be* / *to have* + past participle.

- 4 Match the beginning of each sentence (1–6) with its ending (a–f).



- |                              |  |
|------------------------------|--|
| 1 Ferraris                   | a was taken to hospital.               |
| 2 This house                 | b are made in Italy.                   |
| 3 The sick man               | c was shown in 2011.                   |
| 4 Millions of dollars        | d was built in 1960.                   |
| 5 The last Harry Potter film | e is made of plastic.                  |
| 6 This pen                   | f are spent on phone calls every year. |

- 5 Are these sentences active (A) or passive (P)?

- |  |       |
|--|-------|
| 1 My mobile phone was made in China.             | P     |
| 2 Sally sends hundreds of texts every day.       | A     |
| 3 We are given too much homework at this school. | ..... |
| 4 Who wrote this email?                          | ..... |
| 5 Who was that picture painted by?               | ..... |
| 6 I was born in Barcelona.                       | ..... |
| 7 Thousands of tourists visit London every year. | ..... |
| 8 My jacket is made of leather.                  | ..... |

- 6 Put the words in the correct order to make questions.

- Where / born / you / were ?  
*Where were you born?*
- your mum / born / was / Where ?  
.....
- given / homework / How often / you / are ?  
.....
- your best friend / called / What / is ?  
.....
- made of / What / your shirt / is ?  
.....
- Where / made / was / your mobile phone ?  
.....

- 7 Work in pairs. Ask and answer the questions in Exercise 6.




## Vocabulary

### Communication verbs

- 1 Use your dictionary to find the meaning of these verbs.

ask chat describe discuss  
explain repeat shout

- 2  Now listen and match the verbs in Exercise 1 with the recordings (1–7).

1 repeat 4 ..... 6 .....  
2 ..... 5 ..... 7 .....  
3 .....

- 3 Complete the sentences with verbs from Exercise 1.

- Let's discuss the book we read in class this term.
- I don't understand this exercise. Can you ..... it to me, please?
- You don't have to ..... ! I can hear you very clearly.
- Did you ..... Anna to the party?
- The teacher gets angry if we ..... to each other during the lesson.
- Sorry, I didn't hear you. Can you ..... that, please?
- For our English homework, we had to ..... what our bedroom looks like.

- 4 Work in pairs. Ask and answer the questions.

- What do you usually chat about with your friends?
- When was the last time you shouted?
- Have you ever explained something to a group of people? What was it?
- When was the last time you were asked to a party or other event?
- What subject do you enjoy discussing the most?

## Reading Part 3b

### Exam round-up

What do you know about Reading Part 3b? Read and complete the information.

In Reading Part 3b you must complete a conversation between (1) ..... people. There are (2) ..... spaces and (3) ..... options to choose from. You should read the whole conversation to find out what the people are (4) ..... about. You should think carefully about what comes before and (5) ..... each space to choose your answer. Always check your answers when you have finished!

- 1 Read the conversation in Exercise 3. What are the two friends discussing?

- 2 Here are some dialogues based on past exams. Match the first part of each dialogue (1–7) with its ending (a–g).

- Have we got any eggs? b
- Your uncle has got a new job.
- I need some help.
- Do you want to come to the cinema?
- Thanks very much.
- Shall I give you my number?
- Try the shop on the corner.

- What's on?
- I don't think so.
- OK, I'll do that.
- I didn't know that.
- No problem.
- Do you?
- It's OK, I've got it.

- 3 Complete the conversation between the two friends. What does Eva say to Matt? Write the correct letter A–H in each space.

Matt: Are you doing anything in July this year?  
Eva: (0) C  
Matt: I'm going on a two-week language course in Paris. Do you want to come?  
Eva: (1) .....  
Matt: I don't know yet, but I think the courses are half price for under 13s.  
Eva: (2) .....  
Matt: Gina and Thomas said they were interested.  
Eva: (3) .....  
Matt: I'll send you the address of the school's website, if you like.  
Eva: (4) .....  
Matt: OK. Let me check I've got your email address.  
Eva: (5) .....  
Matt: No, it's OK, I've got it.

- That sounds good. Who else is going?
- Shall I give it to you again?
- I don't have any plans. Why?
- It might be too expensive.
- I'll have to ask my parents. How much is it?
- Have you got my phone number?
- Thanks. I'll show my parents and tell you what they think.
- They both love French.

## Grammar

### Present perfect with *just* / *already* / *yet*

 page 119 Grammar reference: Present perfect with *just* / *already* / *yet*

- 1 Eva is going to Paris on a language course. Look at the pictures. Which one happened first? Which one happened last?



A Eva has **just** packed her suitcase.



B Eva hasn't packed her suitcase **yet**.



C Eva has **already** packed her suitcase.

- 2 Look at sentences A–C in Exercise 1. Complete the rules with the words in **bold**. Then match them with the pictures.

- We use ***already*** for something that happened before now. Picture .....
- We use ..... for something that has not happened. Picture .....
- We use ..... for something that happened a very short time ago. Picture .....

- 3 Circle the correct words in *italics* to complete the sentences.



- 1 He's *just* / *already* fallen in the river.



- 2 I'm sure we've *yet* / *already* seen this film.



- 3 She hasn't finished her project *yet* / *already*.



- 4 They've *just* / *yet* missed the train.



- 5 I can't believe you've *already* / *yet* eaten everything!



- 6 Have you tidied your room *already* / *yet*?

## Pronunciation

### Sentence stress

- 22 Listen and underline the stressed words.

Yes, I've just finished.  
I've already done it!  
I haven't made it yet.

- 4 Work in pairs. Ask and answer questions with *just*, *already* and *yet*. Use these ideas.

build a website   clean a car   go to another country  
have breakfast   learn to drive  
read a Harry Potter book   win a prize

Have you had breakfast?

No, I haven't yet.



## Vocabulary

*-ed / -ing adjectives*

1 Label the pictures (A–F) with the adjectives in the box.

bored excited interested surprised tired worried

2 Listen to the conversation. Where are they?

3 Listen again and answer the questions.

- 1 Who is bored? 2 What is boring?

4 Circle the correct endings in *italics* to complete the rules.

- 1 Adjectives ending in *-ed* / *-ing* describe how we feel.  
2 Adjectives ending in *-ed* / *-ing* describe what makes us feel that way.

5 Listen to the conversations. Complete the sentences with the correct form of adjectives from Exercise 1.

- 1 The tennis match was *surprising*.  
Nicky is .....  
2 The children are .....  
The long walk is .....  
3 Tomorrow's Maths exam is .....  
Jamie is ..... about it.  
4 Today is an ..... day for Suzie.  
She's very .....  
5 They are ..... in the book.  
The book is .....

6 Work in pairs. Imagine you are in these situations. Describe to your partner how you feel, using *-ed* and *-ing* adjectives.

- 1 You are running a 10 km race, and you are near the end.  
You are winning.  
*It's tiring. I'm excited.*  
2 It's 8 o'clock at night. A policeman knocks on your door.  
3 You are doing an exam at school. The fire alarm starts.  
4 Your phone rings. It's Lady Gaga!  
5 You are lying on your bed. A cat jumps in the window.



## Writing Part 7

### Exam round-up

How much do you remember about Writing Part 7?  
Complete the information with words from the box.

after one spelling ten whole

- 1 Always read the ..... text before you write any missing words.  
2 There are ..... missing words.  
3 You must not write more than ..... word in each space.  
4 Always check your .....  
5 Look at the words before and ..... each space to help you decide the answer.

Writing Part 7 often includes prepositions.

1 Cross out the two wrong words in each sentence.

- 1 We're going there *with* / *by* / *in* car.  
2 I'm going to stay *in* / *of* / *at* home tonight.  
3 Baikal is the deepest lake *in* / *of* / *by* the world.  
4 The film starts *at* / *by* / *in* half an hour.  
5 I'll meet you *at* / *in* / *during* 7 o'clock.  
6 Dan is leaving *at* / *in* / *on* Tuesday.  
7 Thank you *of* / *to* / *for* talking to me.  
8 We usually go to school *at* / *on* / *with* foot.

2 Look at the dictionary definition.

**keep in touch** (phr)

to communicate or continue to communicate with someone by telephoning, or writing to them

Have you ever been on a study course away from home? Do you keep in touch with the friends you made?

3 Complete the email. Write ONE word for each space.



Hi, Gina

It (0) ..... *was* ..... great to see you last month. I really enjoyed doing the French course (1) ..... you. I've never had so (2) ..... fun in a class before! It was a good idea (3) ..... collect everyone's email addresses at the end of the course. Now we can all write to (4) ..... other! I've already added (5) ..... of people to my 'friends' list. I emailed Mario yesterday, (6) ..... he hasn't written back yet. (7) ..... you heard from him? What (8) ..... that French boy who liked you? (9) ..... was really nice.

I have to go now. My Spanish class starts (10) ..... five minutes.

Write soon!

Love,  
Eva

4 What is your favourite way to stay in touch?

## Speaking Part 1

**Exam round-up**

What do you remember about Speaking Part 1? Are these statements true (T) or false (F)?

- 1 The examiner will ask you questions.
- 2 This part of the exam lasts about 15 minutes.
- 3 The examiner will always ask you to spell your name.
- 4 You must ask your partner some questions.
- 5 You should try to say three things in answer to the *Tell me something about* question.
- 6 You will lose marks if you ask the examiner to repeat a question.

1 Look at a student's answers. Write the examiner's questions.



- 1 ..... ?  
David Green.
- 2 ..... ?  
G-R-E-E-N.
- 3 ..... ?  
I go to Brighthouse School.
- 4 ..... ?  
Yes, I do. I like it a lot.
- 5 ..... ?  
I travelled here by bus.
- 6 ..... ?  
Geography. But I also like Maths.

2 25 Listen to the examiner and answer the questions.



# Vocabulary and grammar review Unit 13

## Grammar

- 1 Complete the second sentence so that it means the same as the first. Use the present perfect and *for* or *since*.

- The last time I ate was five hours ago.  
I *haven't eaten for* five hours.
- We came to live here when I was eight, and we still live here now.  
We ..... I was eight.
- Josh met Chloe three months ago.  
Josh ..... three months.
- The last time I saw the sea was in 2011.  
I ..... 2011.
- My parents bought me this laptop four years ago, and I still have it.  
I ..... four years.
- I got to school at eight o'clock this morning, and I'm still here.  
I ..... eight o'clock this morning.
- The last time it rained here was two weeks ago.  
It ..... two weeks.
- I loved this cartoon when I first saw it last June and I still love it.  
I ..... last June.

- 2 Complete the dialogues with *might* or *might not*.

- A: I called Maria twice, but she didn't answer.  
B: She *might not* ..... have her mobile phone with her.
- A: What are you doing tonight?  
B: I don't know. I ..... stay in and play computer games.
- A: I'll be so happy when I win this race.  
B: But you ..... win!
- A: What are you going to wear to Marta's fancy dress party?  
B: I ..... go as a pirate.
- A: Let's buy a classical music CD for John.  
B: But he ..... like classical music.
- A: How are you getting to the station tomorrow?  
B: I ..... walk.
- A: Shall we go to Simon's house?  
B: Yes, but let's call him first. He ..... be at home.
- A: I'm going to lie in the sun all day when I'm on holiday in Spain.  
B: It ..... be sunny when you're there.

## Vocabulary

- 3 Complete the definitions, then find the words in the puzzle.

- A *businessman* works in an office.
- A ..... fixes cars.
- A ..... keeps places clean.
- A ..... helps the doctors in a hospital.
- A ..... cooks food in a restaurant.
- A ..... is a doctor for animals.
- A ..... shows tourists around a place.
- A ..... serves customers in a restaurant.

|   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|
| B | U | S | I | N | E | S | S | M | A | N |
| D | O | C | B | E | N | S | W | E | T | U |
| G | C | V | E | T | U | P | A | C | L | R |
| J | H | U | I | P | R | O | I | H | S | S |
| I | E | E | W | K | T | E | T | A | C | E |
| B | F | E | A | L | E | W | E | N | M | X |
| C | L | E | A | N | E | R | R | I | M | C |
| F | D | G | M | H | F | B | S | C | V | K |
| R | T | O | U | R | G | U | I | D | E | G |

- 4 Complete the sentences with the adverb form of the adjective in bold.

- My mum is a wonderful singer. She sings *wonderfully*.
- Fred is a good driver. He drives .....
- I'm a bad singer. I sing .....
- You're a really slow walker. You walk really .....
- Dogs are fast runners. They run .....
- Tina is a careful cyclist. She cycles .....
- This is an easy exercise. I can do it .....
- This baby has a happy laugh. He laughs .....

# Vocabulary and grammar review Unit 14

## Grammar

- 1 Complete the sentences with the past participle of the verbs in the box.

build clean cook give hurt invite

- You'll be in trouble if this room isn't ..... by the time I get home!
- I think this chicken was ..... for too long.
- How many parties are you ..... to every year?
- Do you know when this school was ..... ?
- We weren't ..... enough time to finish the test.
- There was an accident here yesterday, but fortunately nobody was .....

- 2 Change the sentences into the passive.

- Lots of tourists visit this city.  
*This city is visited by lots of tourists.*
- My grandfather painted this picture.  
.....
- Our teacher wrote this book.  
.....
- Italians make good pizzas.  
.....
- Nobody heard the noise.  
.....
- My friends laughed at me.  
.....
- Everybody loves you!  
.....

- 3 Circle the correct words in *italics* to complete the dialogue.

- Patrick: Hi, Sam. Have you finished your homework (1) *just* / yet?
- Sam: No. I've (2) *just* / *already* started it. It looks really hard.
- Patrick: It isn't. It's easy. I've finished mine (3) *already* / *yet*! Listen, do you want to come to the cinema? I've (4) *just* / *yet* heard the new Disney film is on.
- Sam: No thanks, I've (5) *yet* / *already* seen it.
- Patrick: Oh, well come out anyway. We could go to the new café that's (6) *just* / *yet* opened on Queen Street.
- Sam: I can't.
- Patrick: Why not?
- Sam: I told you – I haven't finished my homework (7) *already* / *yet*.

## Vocabulary

- 4 Choose the correct option, A, B or C.

- Let's have a meeting to ..... our holiday plans.  
A chat B discuss C repeat
- If you don't understand the question, ask the examiner to ..... it.  
A describe B shout C repeat
- We can't hear you at the back of the room. You'll have to .....  
A shout B chat C ask
- I'll ..... Stefan if he wants to come with us.  
A explain B ask C discuss
- Can you ..... the man who stole your bicycle?  
A explain B chat C describe
- It's very hard to ..... the problem.  
A repeat B explain C shout
- She spends a lot of time ..... with her friends on her mobile.  
A chatting B explaining C discussing

- 5 Complete the sentences with an adjective ending in *-ed* or *-ing*.



- This book isn't very *interesting* .....
- Are you *interested* ..... in computers?
- I don't like running. It's really t.....
- You should go to bed if you're t.....
- We're really e..... about starting our new school.
- That was the most e..... film I've ever seen.
- Mark was very s..... to see us.
- I didn't think that was going to happen! That was s.....



# Grammar reference

| Contents        |   |
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| 1               | <i>to be</i><br>Present simple<br>Adverbs of frequency                            |
| 2               | Present continuous<br><i>have got</i>   |
| 3               | Countable and uncountable nouns<br><i>How much / many; a few, a little, a lot</i> |
| 4               | Present continuous v. present simple<br><i>too and enough</i>                     |
| 5               | Comparatives and superlatives<br>Prepositions of time <i>at, in, on</i>           |
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| 7               | Past simple<br>Imperatives  |
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| 11              | First conditional<br><i>something, anything, nothing, etc.</i>                    |
| 12              | Present perfect<br><i>should / shouldn't</i>                                      |
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| 14              | The passive<br>Present perfect with <i>just / already / yet</i>                   |
| Irregular verbs |   |

# Unit 1

## to be

We use the verb *to be* to give information about age, nationality, jobs, how we feel, etc.: *I am twelve years old. He is Spanish. They are teachers.*

We use a short form of *to be* in conversation:  
*You're funny. She's my mother.*

|                 | affirmative | negative         |               |
|-----------------|-------------|------------------|---------------|
| I               | am / 'm     | am not / 'm not  | 15 years old. |
| You             | are / 're   | are not / aren't |               |
| He / She / It   | is / 's     | is not / isn't   |               |
| We / You / They | are / 're   | are not / aren't |               |

|     | questions            | short answers                                |
|-----|----------------------|--|
| Are | you / they happy?    | Yes, I <b>am</b> . / No, I'm <b>not</b> .    |
| Is  | he / she / it happy? | Yes, she <b>is</b> . / No, it <b>isn't</b> . |

## Exercise

Complete the sentences with *am*, *is*, or *are* (not).

- I ..... *am* ..... seventeen.
- You ..... from Portugal.
- Joel ..... (not) Spanish.
- Wendy ..... my cousin.
- I ..... (not) six years old!
- Tom and Janet ..... my grandparents.
- It ..... (not) hot today.
- A: ..... you the new student?  
B: Yes, I .....

## Present simple

We use the present simple:

- to talk about facts or things that are always true:  
*Water boils at 100°C.*
- to describe something we do regularly:  
*She goes to school at 8 o'clock.*
- to talk about a permanent state: *I live in Madrid.*

|                     | affirmative | negative                |             |
|---------------------|-------------|-------------------------|-------------|
| I / You / We / They | like        | do not / don't like     | sport.      |
| He / She / It       | knows       | does not / doesn't know | my brother. |

|      | questions                             | short answers                                    |
|------|---------------------------------------|--|
| Do   | you / they <b>like</b> sport?         | Yes, I <b>do</b> . / No, they <b>don't</b> .     |
| Does | he / she / it <b>know</b> my brother? | Yes, he <b>does</b> . / No, she <b>doesn't</b> . |

## Exercises

1 Complete the sentences with the present simple form of verbs from the box.

love play rain teach think wash

- My grandma ..... *loves* ..... music.
- Carl ..... his hair every day.
- They ..... football on Saturdays.
- I ..... you are great!
- My uncle ..... English at my school.
- It always ..... in April.

2 Circle the correct options in *italics* in each of these sentences.

- Do* / Does you want some chocolate?
- She *don't* / *doesn't* like school.
- My parents *don't* / *doesn't* go on holiday.
- Do* / Does your uncle live with you?
- I *don't* / *doesn't* play basketball.
- Do* / Does you want to meet my friends?

## Adverbs of frequency



We use adverbs of frequency to answer the question *How often ...?*

*I often play football after school. She's usually at home in the evenings.*

- We usually put adverbs of frequency **after** the verb to be: *He's always happy.*
- With other verbs, adverbs of frequency go **before** the verb: *I sometimes walk home.*
- We put expressions of frequency at the beginning or the end of the sentence: *Every summer we go to France. I play tennis three times a week.*
- With negative sentences, adverbs of frequency come between *don't* / *doesn't* and the verb: *She doesn't usually get up early.*



## Exercise

Put the words in the correct order to make sentences.

- 1 is / always / Carl / for school / late  
*Carl is always late for school.*
- 2 do / never / your homework / You
- 3 usually / go shopping / don't / We / on Fridays
- 4 hungry / is / always / My dog
- 5 the washing-up / don't / We / do / often
- 6 sometimes / texts / send / in class / I
- 7 twice a day / I / my teeth / brush

## Unit 2

### Present continuous

We use the present continuous to say what is happening now: *I am reading my book. It's raining.*

|                 | affirmative | negative         |        |
|-----------------|-------------|------------------|--------|
| I               | am / 'm     | am not / 'm not  | going. |
| We / You / They | are / 're   | are not / aren't |        |
| He / She / It   | is / 's     | is not / isn't   |        |

|     | questions              | short answers                   |
|-----|------------------------|---------------------------------|
| Am  | I going?               | Yes, I am. / No, I'm not.       |
| Are | we / you / they going? | Yes, we are. / No, they aren't. |
| Is  | he / she / it going?   | Yes, he is. / No, she isn't.    |

### Spelling -ing forms

| verb                                  | -ing form | spelling rule                  |
|---------------------------------------|-----------|--------------------------------|
| most verbs                            |           | add -ing                       |
| work                                  | working   |                                |
| play                                  | playing   |                                |
| verbs ending in -e                    |           | remove -e, add -ing            |
| dance                                 | dancing   |                                |
| write                                 | writing   |                                |
| verbs ending one vowel, one consonant |           | double the consonant, add -ing |
| sit                                   | sitting   |                                |
| shop                                  | shopping  |                                |

## Exercise

Complete the sentences with the present continuous form of the verb in brackets.

- 1 Dad *is watching* (watch) TV in the living room.
- 2 Steve ..... (sit) in the kitchen.
- 3 I ..... (do) my homework in my bedroom.
- 4 Sam and Maria ..... (dance) in the garden.
- 5 The baby ..... (not sleep).
- 6 ..... (you / write) an email?

### have got

|                     | affirmative    | negative               |           |
|---------------------|----------------|------------------------|-----------|
| I / You / We / They | have / 've got | have not / haven't got | a laptop. |
| He / She / It       | has / 's got   | has not / hasn't got   |           |

|      | questions                         | short answers                    |
|------|-----------------------------------|----------------------------------|
| Have | I / you / we / they got a laptop? | Yes, I have. / No, they haven't. |
| Has  | he / she / it got a laptop?       | Yes, he has. / No, she hasn't.   |

*Have got* means the same as *have* in British English: *I've got a new mobile.* (= *I have a new mobile.*)  
*We haven't got any homework tonight.*  
 We do not use *has / have got* with the past or future. Instead we use *have*: *We had a party last week.* **not** *We had got a party last week.*

## Exercise

Complete the sentences with the correct form of *have got*.

- 1 Tina loves animals. She ..... three cats and two dogs.
- 2 We can't play football. We ..... a ball.
- 3 I am very lucky. I ..... lots of good friends.
- 4 Mark wants to go out tonight, but he ..... any money.
- 5 A: ..... you ..... a pen?  
B: No, sorry. I .....

## Unit 3

### Countable and uncountable nouns

Nouns can be either countable or uncountable.

- Countable nouns are the names of things you can count: *a banana, two plates, three tables.*
- They can be singular or plural: *one apple, two apples.*
- We use *a / an* or a number with countable nouns: *Here's an apple.*  
*Can I have four bottles of water?*

- Uncountable nouns are the names of things you can't count: *water, butter, music*.
- They do not have a plural form: *money* (**not** ~~moneys~~).
- We don't use *a* or *an* with uncountable nouns:  
*We need bread.* (**not** ~~We need a bread.~~)

#### **some and any**

- We use *some* with plural countable nouns and uncountable nouns in affirmative sentences:  
*There are some biscuits in the box.*  
*I've got some milk.*
- We use *any* with plural nouns and uncountable nouns in negative sentences and questions:  
*You haven't got any vegetables.*  
*We don't need any rice.*  
*Has she got any sandwiches?*
- We can also use *some* in offers and requests:  
*Would you like some ice cream?*  
*Can I have some cake, please?*

#### **Plurals**

- For most words we just add *-s* to make a plural:  
*apple – apples.*
- For words ending in *-s*, *-ch*, *-sh* or *-x* we add *-es*:  
*sandwich – sandwiches, box – boxes.*
- For some words ending in *-f* or *-fe* we change the *-f* to *-v* and add *-ves*: *wife – wives, half – halves.*
- Some plurals are irregular: *child – children, fish – fish, man – men, person – people.*

#### **Exercises**

##### **1 Put the words in the box in the correct column.**

biscuit   bread   burger   carrot   grape  
milk   rice   tea

| <b>countable</b> | <b>uncountable</b> |
|------------------|--------------------|
| burger           | bread              |
|                  |                    |
|                  |                    |
|                  |                    |
|                  |                    |

##### **2 Complete the sentences with *a/an, some* or *any*.**

- 1 We haven't got ..... *any* ..... eggs.
- 2 I've got ..... orange in my bag.
- 3 Please can I have ..... coffee?
- 4 Are there ..... bottles of water in the fridge?
- 5 There's ..... pizza on the table.
- 6 Would you like ..... apple juice?
- 7 I don't want ..... onions.

#### **How much / many; a few, a little, a lot**

##### **We use *How much* and *How many* to ask about quantity.**

- We use *How much* with uncountable nouns:  
*How much cheese have we got?*
- We use *How many* with countable nouns:  
*How many carrots have we got?*

##### **We use quantifiers to talk about quantity.**

- *A little* means 'not much'. We use it with uncountable nouns: *I need a little milk.*
- *A few* means 'not many'. We use it with countable nouns: *Can I have a few biscuits?*
- *A lot* means a large quantity. We use it with countable and uncountable nouns:  
*We've got a lot of bread, and a lot of apples.*
- *None* means 'not any'. We use it with countable and uncountable nouns:  
*I wanted a slice of pizza but there was none.*  
(= there wasn't any)

#### **Exercise**

##### **Circle the correct option in italics to complete the sentences.**

- 1 How *much / many* bread do you want?
- 2 Don't use *a lot / a little* of salt.
- 3 There are *a few / much* children in the playground.
- 4 I like *a few / a lot* of sugar in my coffee.
- 5 How *much / many* bottles of water do you drink every day?

## **Unit 4**

### **Present continuous v. present simple**

#### **We use the present continuous to:**

- talk about things that are happening now:  
*I'm doing my homework.*

#### **We use the present simple to**

- talk about things that usually happen or that happen a lot:  
*I usually do my homework in the evening.*  
*I do too much homework!*
- talk about states with verbs like *be, like, hate, have, want, love, know, understand*:  
*I like chocolate.*  
*I know how to dance.*

#### **Stative verbs**

We do not usually use these verbs in the present continuous: *like, love, hate, know, understand*:  
*I understand French.* (**not** ~~I'm understanding French.~~)



## Exercise

Find and correct the mistakes in these sentences.

- 1 I'm usually going shopping on Saturday.
- 2 Listen. Sally sings.
- 3 Dan watches TV at the moment.
- 4 She's not liking chocolate.
- 5 Are you knowing my brother?

## too and enough

We use *too* + adjective to say something is more than needed or possible: *These shoes are too small.*

We use *too* before the adjective:

*Her jumper is too small.*

We use *not ... enough* to say something is less than necessary or possible: *There isn't enough sugar in my coffee.*

We use *enough* after the adjective:

*Her jumper isn't big enough.*

## Exercise

Write sentences with *too* or *enough* and the adjective under the picture.



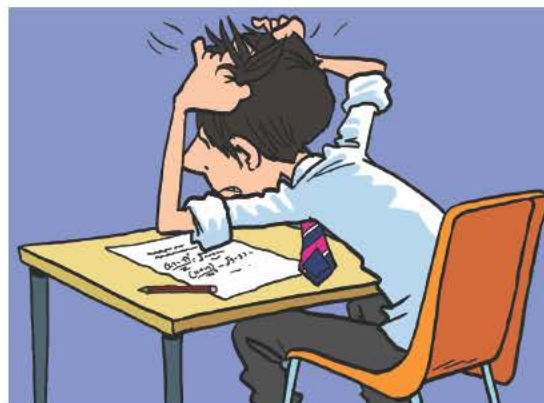
long

- 1 Your hair ..... *is too long* .....



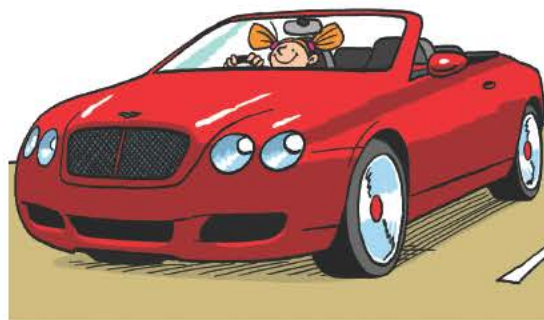
fast

- 2 His horse .....



difficult

- 3 This exercise .....



old

- 4 She .....

## Unit 5

### Comparatives and superlatives

We use comparative adjectives to compare two people or things: *Daniel is taller than Simone.*

We use superlative adjectives to compare one person or thing to the rest of its group:

*Daniel is the tallest in his class.*

| adjective   | comparative      | superlative          |
|-------------|------------------|----------------------|
| small       | smaller          | the smallest         |
| fast        | faster           | the fastest          |
| big         | bigger           | the biggest          |
| fat         | fatter           | the fattest          |
| pretty      | prettier         | the prettiest        |
| happy       | happier          | the happiest         |
| good        | better           | the best             |
| bad         | worse            | the worst            |
| interesting | more interesting | the most interesting |

#### spelling rules

one syllable adjectives: add *-er* and *-est*

adjectives ending in vowel + consonant: double the consonant and add *-er* and *-est*

adjectives ending in *-y*: remove *-y*, add *-ier* and *-iest*

some adjectives are irregular

adjectives with three or more syllables: add *more* and *the most*

#### Exercise

**Complete the conversations with the comparative and superlative forms of the adjective in brackets.**

- A:** Jerry is the fastest runner in our school. (fast)  
**B:** No, he isn't! I'm ..... than him.
- A:** Football is ..... than tennis. (exciting)  
**B:** No, it isn't. I think tennis is ..... game in the world.
- A:** My shoes are ..... than your shoes. (big)  
**B:** I know. I think you have ..... feet in our family.
- A:** This film is ..... than the last one. (funny)  
**B:** I agree. It's ..... film ever.
- A:** Is Susan ..... singer in our class? (bad)  
**B:** No. You're ..... than she is!

### Prepositions of time *at, in, on*

We use *at* for before clock times, *the weekend*, *night*, and for mealtimes and some holidays:

*I do my homework at the weekend.*

*I go to bed at 9 o'clock.*

We use *in* for parts of the day, and long time periods like months, seasons, and years:

*We sometimes go skiing in February.*

*I play tennis in summer.*

We use *on* for days and dates:

*I go shopping on Saturdays.*

*My birthday is on 21st July.*

#### Exercise

**Put the words and phrases in the correct column.**

|           |               |         |             |       |          |
|-----------|---------------|---------|-------------|-------|----------|
| 6.30      | autumn        | Fridays | lunchtime   | night | Saturday |
| September | the 21st July |         | the evening |       |          |

| <i>at</i> | <i>in</i> | <i>on</i> |
|-----------|-----------|-----------|
|           |           |           |

## Unit 6

### have to

We use *have to* and *has to* to talk about things that are necessary:

*We have to wear a uniform at our school.*

*My brother has to train for the marathon.*

We use *don't have to* and *doesn't have to* to talk about things that are not necessary:

*You don't have to get all the answers right.*

*She doesn't have to come if she doesn't want to.*

|                     | affirmative | negative        |        |
|---------------------|-------------|-----------------|--------|
| I / You / We / They | have to     | don't have to   | study. |
| He / She / It       | has to      | doesn't have to |        |

|                        | questions     | short answers                                   |
|------------------------|---------------|---|
| Do I / you / we / they | have to work? | Yes, I <b>do</b> . / No, we <b>don't</b> .      |
| Does he / she / it     |               | Yes, he <b>does</b> . / No, it <b>doesn't</b> . |



## Exercise

Complete the email with the correct form of *have to* and the verb in brackets.

I love my new school! It is near my house, so I (1) ..... (not get) the bus in the morning – I can walk there in ten minutes. My friend Simon lives a long way from school, and he (2) ..... (wake up) very early every day. There's a school uniform here. We all (3) ..... (wear) it, but it's quite nice, so that's OK. There is even a school hat, but you (4) ..... (not wear) that. Only a few people do. I (5) ..... (go) now because it's time for bed. Write soon!

Akiro

## Object pronouns

We can use object pronouns to replace nouns when we know who or what we are talking about:

*There's Susan. Can you see her? She helps me with my homework.*

- Object pronouns come **after** the verb:  
*I love you.*
- They also come **after** prepositions:  
*I want to talk to him. Look at them!*

## Exercise

Circle the correct pronoun in *italics* to complete the conversations.

- A: *He / Him* 's a great basketball player.  
B: I don't like *he / him* at all.
- A: The children are tired. Can you put *they / them* to bed?  
B: Where are *they / them*?
- A: Where's mum? I can't see *she / her*.  
B: There *she / her* is!
- A: *We / Us* can't do this homework. Can you help *we / us*?  
B: Daniel is good at Maths. Why don't you ask *he / him*?

## Unit 7

### Past simple

#### Past simple to be

We use *was / were* to talk about situations and states in the past:

*The film was terrible.*

*They weren't at school yesterday.*

|                   | affirmative | negative           |        |
|-------------------|-------------|--------------------|--------|
| I / He / She / It | was         | was not / wasn't   | happy. |
| You / We / They   | were        | were not / weren't |        |

|      | questions                | short answers                     |
|------|--------------------------|-----------------------------------|
| Was  | I / he / she / it happy? | Yes, he was. / No, she wasn't.    |
| Were | you / we / they happy?   | Yes, we were. / No, they weren't. |

#### Past simple regular and irregular verbs

We use the past simple to talk about actions or events that happened in the past and are now finished:

*We walked home at 6 pm.*

*We went to China last year.*

|                                     | affirmative | negative              |           |
|-------------------------------------|-------------|-----------------------|-----------|
| I / He / She / It / You / We / They | liked       | did not / didn't like | the film. |

|     | questions         | short answers                                |
|-----|-------------------|--|
| Did | I / he / she / it | see the film? Yes, he did. / No, they didn't |
|     | you / we / they   |  |

#### Spelling of regular past simple verbs

| infinitive | past simple | spelling rule  |
|------------|-------------|--|
| want       | wanted      | most verbs, add -ed  |
| look       | looked      |  |
| like       | liked       | verbs ending in -e, add -d                                       |
| hate       | hated       |  |
| shop       | shopped     | verbs ending in vowel + consonant, double the consonant, add -ed |
| study      | studied     | verbs ending in consonant + -y, change -y to -i, add -ed         |

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## Exercise

Complete the conversation with the past simple form of the verbs in brackets.

- A: It (1) ..... (be) my birthday yesterday!  
B: (2) ..... (you / go) anywhere nice?  
A: Yes, I did. My best friend and I (3) ..... (go) to a club.  
B: (4) ..... (it / be) fun?  
A: Yes! We (5) ..... (dance) until late, and I (6) ..... (meet) some very nice people.  
B: What time (7) ..... (you / get) home?  
A: I (8) ..... (not / get) home until midnight!

## Imperatives

We use imperatives for

- instructions: *Turn left at the lights.*
- advice: *Don't worry about the test.*
- orders: *Stop talking.*
- requests: *Please don't shout.*
- invitations: *Come to my party.*
- To tell somebody to do something we use the infinitive without *to*: *Come here.*
- To tell somebody not to do something we use *Don't* and the infinitive without *to*: *Don't be late.*

## Exercise

Write imperatives for these situations. Use the verbs in brackets.

- This pizza is terrible! (eat)  
*Don't eat it.*
- I'm really hungry. (cook) .....
- This jacket is old. (buy) .....
- This video game is boring. (play) .....
- The new student looks unhappy. (look after) .....
- I don't like this music. (turn off) .....

# Unit 8

## Past continuous

We use the past simple to describe:

- actions or events that happened in the past and are now finished:  
*I walked to school this morning.*
- actions or events that happened one after another:  
*I did my homework, then I went to bed.*

We use the past continuous:

- to say what was happening at a time in the past:  
*The children were sleeping at 10 o'clock last night.*
- to talk about two things happening at the same time:  
*Dad was cleaning the kitchen while mum was cooking dinner.*

We can use the past simple and the past continuous together to say that one activity happened in the middle of another.

- We use the past continuous with *when* or *while* to connect it with the past simple:  
*When I got home, my parents were sleeping. / I got home while my parents were sleeping.*  
*We were watching TV when the lights went out. / The lights went out while we were watching TV.*

We make the past continuous with *was / were + -ing* form of the verb: *We were playing football.*

|                   | affirmative | negative           |          |
|-------------------|-------------|--------------------|----------|
| I / He / She / It | was         | was not / wasn't   | reading. |
| We / You / They   | were        | were not / weren't |          |

|      | questions         |          | short answers                                      |
|------|-------------------|----------|--|
| Was  | I / he / she / it | talking? | Yes, he <b>was</b> . / No, she <b>wasn't</b> .     |
| Were | you / we / they   |          | Yes, you <b>were</b> . / No, they <b>weren't</b> . |

## Exercise

Circle the correct option in *italics* in each of these sentences.

- I *was doing* / *did* my homework when my friend *was calling* / *called*.
- While Marie *was walking* / *walked* to school it *was starting* / *started* to rain.
- At 8.05 am, dad *was reading* / *read* the newspaper and my brother *was eating* / *ate* breakfast.
- Jake *was watching* / *watched* a film when his mobile phone *was ringing* / *rang*.
- My pencil *was breaking* / *broke* while I *was writing* / *wrote* a note.

## can / can't, could / couldn't

To talk about ability we use *can*, *can't*, *could* and *couldn't*.

- We use *can / can't* to talk about ability in the present:  
*I can play the guitar. You can't run very fast.*
- We use *could / couldn't* to talk about ability in the past:  
*She could walk when she was one year old. I tried, but I couldn't finish the meal.*



- *Can / can't* and *could / couldn't* are followed by the infinitive without *to*:  
*I can play the guitar.*  
*We couldn't see the house.*
- *Can / can't* and *could / couldn't* do not change with *he / she / it*:  
*He can speak Chinese.*  
*She can't do this exercise.*  
*He could read when he was four years old.*  
*She couldn't swim last year, now she can.*
- We make questions with *Can / Could* + subject + infinitive without *to*.  
*Can you cook?*  
*Could your grandfather drive a car?*

### Exercise

Complete the sentences with *can*, *can't*, *could* or *couldn't* and a verb from the box.

hear play see send use

- I ..... emails with my new phone. It's fantastic!
- When Jake broke his leg he ..... football for three months.
- Speak louder, please. I ..... you.
- It was a dark night, but Tracy ..... a white cat in the garden.
- You ..... your phones here because they won't work.

## Unit 9

### Verbs with *-ing* or *to* infinitive

Some verbs are followed by the *to* infinitive of another verb: *I chose to go to the photography exhibition.*  
Other verbs like this include: *help, hope, offer, want.*

Some verbs are followed by the *-ing* form of another verb: *I finished reading the book.*  
Other verbs like this include: *enjoy, mind, stop.*

Some verbs are followed by the *-ing* form of another verb or the *to* infinitive with no change in meaning: *She loves swimming in the sea. / She loves to swim in the sea.*  
Other verbs like this include: *begin, continue, like, hate.*

When we use an adjective to say what we think or feel, it is usually followed by the *to* infinitive:  
*I'm happy to help.*  
*She was surprised to see him.*

When we have a verb + preposition, it is always followed by the *-ing* form:  
*Are you interested in studying Chinese?*  
*I'm afraid of meeting new people.*

### Exercises

#### 1 Complete the table with the verbs in the box.

enjoy help hope love offer stop want

| verb + <i>to</i> infinitive | verb + <i>-ing</i> form | verb + <i>to</i> infinitive or <i>-ing</i> form |
|-----------------------------|-------------------------|---|
| decide                      | .....                   | .....   |
| .....                       | .....                   | hate  |
| .....                       | mind                    | like  |
| .....                       | finish                  | start   |
| .....                       |                         | prefer  |
| promise                     |                         |   |
| need                        |                         |   |
| learn                       |                         |   |

#### 2 Circle the correct option in *italics* in each of these sentences.

- Thank you for *helping* / *to help* me.
- Would you like *coming* / *to come* to a concert with us?
- I'm very pleased *to meet* / *meeting* you.
- Carol doesn't mind *getting* / *to get* up early.
- We enjoyed *to stay* / *staying* in the hotel.
- I want to learn *to play* / *playing* the piano.

### The future with *will*

We use *will / won't*:

- to talk about what we think will happen in the future:  
*I think Sam will love her present.*  
*It won't be a very nice day tomorrow.*
- for decisions we make at the time of speaking:  
*I'll have a large lemonade, please.*  
*OK, I won't tell anyone.*
- We form the future with *will / won't* + infinitive without *to*:  
*We won't be home before midnight.*  
*You will enjoy this DVD.*
- We often use *will / won't* with *I think, I hope, I'm sure*:  
*I'm sure everything will be fine.*  
*I think the teacher will like this.*  
*I hope she won't mind.*
- We often use *will / won't* with *maybe, probably* and *perhaps*:  
*It will probably snow this weekend.*  
*Perhaps we'll go to a restaurant.*  
*Maybe they won't want to come with us.*
- We put *probably* after *will*, but before *won't*:  
*I will probably go to the party.*  
*I probably won't go to the party.*

## Exercise

Complete the sentences with *will* or *won't* and the verb in brackets.

- Daniella ..... (know) the answer to this question.
- We ..... (not have) time to eat breakfast before we go.
- ..... (you win) the match tomorrow?
- The teacher ..... (choose) the best story next week.
- You ..... (not find) a cheaper bicycle than this.

## Unit 10

### going to

We use *going to* to talk about:

- future plans: *I'm going to go to bed at 10 pm tonight.*
- predictions when something in the present helps us to see what will happen in the future:  
*Look at the sky. It's going to be a beautiful day.*

|                 | affirmative | negative         |                          |
|-----------------|-------------|------------------|--------------------------|
| I               | am / 'm     | am not / 'm not  | going to walk to school. |
| He / She / It   | is / 's     | is not / isn't   |                          |
| You / We / They | are / 're   | are not / aren't |                          |

|     | questions       |                      | short answers                    |
|-----|-----------------|----------------------|----------------------------------|
| Am  | I               | going to see a film? | Yes, I am. / No, I'm not.        |
| Is  | he / she / it   |                      | Yes, he is. / No, she isn't.     |
| Are | you / we / they |                      | Yes, you are. / No, they aren't. |

## Exercise

Complete the sentences with *(be) going to* and a verb from the box.

do not eat enjoy ~~not go~~ play ride

- I *'m not going to go* to the beach today. It's too cold.
- ..... you ..... volleyball this weekend?
- Juan ..... his bike to school every day next week.
- This chicken isn't cooked! I ..... it.
- What ..... the children ..... when they finish school today?
- You ..... this film. It's really exciting.

## must / mustn't

We use *must* / *mustn't* to talk about:

- obligation (something we have to do):  
*We must wear a uniform to school.* (= school uniform is compulsory)  
*You mustn't smoke in a hospital.* (= you are not allowed to smoke in a hospital)
- strong advice:  
*You must drink water when you do exercise.*

We don't usually form questions with *must* as it sounds very formal. We use *have to* instead:

*Must we wear a uniform? Do we have to wear a uniform?*

There is no past tense of *must*. We use *had to* instead:

*We had to be home before 8 o'clock when we were children.*

## Exercise

Rewrite the sentences with *must* or *mustn't*.

- Do your homework!  
*You must do your homework.*
- Don't talk!  
.....
- Tidy your room!  
.....
- Don't take photos here!  
.....
- Turn off your mobile!  
.....
- Don't touch the paintings!  
.....

## Unit 11

### First conditional

We use the first conditional to talk about things that **will** or **won't** happen in a possible situation:

|                                |                                       |
|--------------------------------|---------------------------------------|
| <i>If I see Simone,</i>        | <i>I'll tell her about the party.</i> |
| (possible situation)           | (possible result)                     |
| <i>You won't pass the test</i> | <i>if you don't study.</i>            |
| (possible result)              | (possible situation)                  |

We form the first conditional with:

*if* + present tense, and *will* or *won't* + infinitive:

*If they don't run faster, they'll lose.*

We can put the *if*-clause at the beginning or the end of the sentence. When it is at the beginning of the sentence, we put a comma after the *if*-clause:

*If you like funny films, you'll love this.*



## Exercise

Complete the sentences with the correct form of the verbs in brackets.

- 1 You ..... (feel) better if you ..... (stop) eating so much.
- 2 If you ..... (not eat) enough at breakfast, you ..... (be) hungry before lunch.
- 3 If it ..... (rain) tomorrow, I ..... (stay) at home.
- 4 We ..... (not be) late if we ..... (leave) now.
- 5 I ..... (help) him if he ..... (ask) me.
- 6 If they ..... (not want) to go to the match, I ..... (go) on my own.

## something, anything, nothing, etc.

### someone / somebody

We use *someone* / *somebody* for a person who we don't know:

*I can see somebody in the garden.*

### something

- We use *something* for a thing which we don't know:  
*Something has happened to my computer.*
- We sometimes use *something* when making offers:  
*Would you like something to eat?*

### anyone / anybody

We use *anyone* / *anybody* for people in questions and negatives:

*Is there anybody at home?*

*I don't know anyone at this party.*

### anything

We use *anything* for things in questions and negatives:

*Did you hear anything?*

*I haven't got anything in my bag.*

### no one / nobody

We use *no one* / *nobody* as the negative of *somebody*:

*Nobody came to my birthday party.*

### nothing

We use *nothing* as the negative of *something*:

*I'm sorry. There is nothing we can do to help.*

### everyone / everybody

We use *everyone* / *everybody* to mean all of a number of people:

*Everybody is friends with Matt.*

*When she speaks, everyone listens.*

- With all these words, we always use a third person singular verb: *Everyone is here.* (~~not Everyone are here.~~)

- We do not use *not* with *nothing* or *nobody*:  
*There was nothing to eat.* (~~not There wasn't nothing to eat.~~)  
*There was nobody at home.* (~~not There wasn't nobody at home.~~)
- We always use an affirmative verb with *nothing* and *nobody* / *no one*:  
*I saw nothing.* (~~not I didn't see nothing.~~)  
*She knew nobody at the party.* (~~not She didn't know nobody at the party.~~)

## Exercise

Rewrite the sentences using the word in bold.

- 1 My glass is empty.  
**nothing**  
*There is nothing in my glass.*
- 2 A person is waiting for you.  
**someone**  
.....
- 3 Do you know any people in this room?  
**anyone**  
.....
- 4 We all love music.  
**everyone**  
.....
- 5 There isn't anyone at home.  
**nobody**  
.....
- 6 There's nothing to do here.  
**anything**  
.....
- 7 Jake ate all the things on his plate.  
**everything**  
.....

## Unit 12

### Present perfect

We use the present perfect to talk about past

experiences: *I have seen this film. She hasn't passed her final exams.*

- We do not say when the experience happened:  
*We have travelled hundreds of miles.*  
*I've seen George Clooney.*
- We use the present perfect to describe something that started in the past and continues into the present:  
*I've lived here for a year.*
- We often use *ever* to ask questions about experiences:  
*Have you ever ridden a motorbike?*
- We often use *never* to talk about things we have not experienced: *Maria has never been ill in her life.*

|                     | <i>affirmative</i> | <i>negative</i>    |                  |
|---------------------|--------------------|--------------------|------------------|
| I / You / We / They | have / 've         | have not / haven't | been to China.   |
| He / She / It       | has / 's           | has not / hasn't   | learned to read. |

|      | <i>questions</i>    |           | <i>short answers</i>           |
|------|---------------------|-----------|--------------------------------|
| Have | I / you / we / they | seen him? | Yes, I have. / No, we haven't. |
| Has  | he / she / it       | gone out? | Yes, he has. / No, she hasn't. |

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### Exercise

Complete the sentences with the present perfect form of the verbs in brackets.

- I have never seen (never / see) a kangaroo.
- My dad ..... (climb) a lot of mountains.
- The Zapps ..... (write) a book about their adventures.
- You ..... (not / hear) me play the piano.
- We ..... (travel) a long way in our car.
- I ..... (never / eat) snake meat.

### should / shouldn't

We use *should* / *shouldn't* to give advice:

*You should study harder!*

*You shouldn't go to bed so late.*

- Should* / *shouldn't* are followed by the infinitive without *to*:  
*You should go now.*
- Should* / *shouldn't* does not change with *he* / *she* / *it*:  
*He should go to bed earlier.*
- We make questions with *Should* + subject + infinitive without *to*:  
*Should I ask Simon to help me?*

### Exercise

Look at the notice and write sentences with *should* or *shouldn't*.

## Health advice for students

**Do**

- 1 Eat lots of fruit.
- 2 Exercise every day.
- 3 Go to bed early.

**Don't**

- 4 Eat lots of chocolate.
- 5 Stay up late.
- 6 Drink lots of cola.

- 1 You should eat lots of fruit.
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

## Unit 13

### Present perfect with *for* and *since*

We use the present perfect with *for* or *since* to talk about an action or situation that started in the past and continues into the present.

- We use the present perfect + *for* to talk about a period of time:  
*We have lived in this house for three months.*
- We use the present perfect + *since* to say when the action or situation began happening:  
*We have lived in this house since February.*



## Exercise

Put the time expressions in the box into the correct column.

July   last week   last summer   a long time   months  
my birthday   three weeks   two hours   a year   2011

| for                | since |
|--------------------|-------|
| <u>three weeks</u> |       |
|                    |       |
|                    |       |
|                    |       |
|                    |       |

## may / might

We use *may* and *might* to talk about the possibility that something is true – but we are not sure:

*It may rain later this afternoon.*

- We use *may not* and *might not* for the negative:  
*She might not know your phone number.*
- May* and *might* are followed by the infinitive without *to*: *You might hurt yourself.*  
*We may not have time to visit you.*
- May (not) / might (not)* does not change with *he / she / it*:  
*She may come to the party later.*

## Exercises

- 1 Complete the email with *may (not)* or *might (not)* and the verbs in the box.

be   buy   cost   enjoy   go   join



Hi, Natasha

Thanks for your note. I think I (1) ..... jewellery making, so I (2) ..... that class with you.

Unfortunately, we (3) ..... to France at the end of August, and I'm not sure when we are coming back – so I (4) ..... able to come to the first class. Also, my dad is worried that it (5) ..... too much. Can you find out the price, please? I'll be happy if we can make some money! I (6) ..... a new mobile phone!

Thanks,

Julia

- 2 Circle the correct words.

- Katie isn't at school. She *might / might not* be ill.
- It's getting late. I *might / might not* be able to finish my homework tonight.
- Don't come round this evening. I *may / may not* be at home.
- The baby is crying. He *may / may not* be hungry.
- My dad isn't happy. He *might / might not* change his job.
- Gina loves planes. She *might / might not* be a pilot when she grows up.

## Unit 14

### The passive

The passive is formed by the correct tense of the verb *be* + past participle:

*Four languages are taught in my school.*

*I was given too much homework.*

We use the passive:

- when we don't know who or what does / did something:  
*These computers are made in Japan.*  
*My laptop was stolen yesterday.*
- when it does not matter who does / did the action:  
*His shirts are all made in the USA.*

If it is important to say who does the action, we use the passive + *by*:

*This house was built by my grandfather.*

## Exercises

- 1 Complete the sentences with the present simple passive of the verb in brackets.

- This pen ..... is made ..... (make) of plastic.
- English, French and Spanish ..... (teach) at this language school.
- Every day, hundreds of people ..... (hurt) in car accidents.
- A lot of coffee ..... (grow) in Brazil.
- We ..... (give) too much homework at weekends.

**2 Complete the sentences with the past simple passive of the verb in brackets.**

- 1 This café ..... *was opened* ..... (open) last year.
- 2 I ..... (give) this book by my grandfather.
- 3 My shoes ..... (make) in Portugal.
- 4 Tina and Jane ..... (choose) for the school football team.
- 5 You ..... (tell) about the test last week!

**Present perfect with *just* / *already* / *yet***

We use the words *just*, *already* and *yet* with the present perfect to talk about things that have happened before now, but have a connection with the present.

- We use *just* for something that happened a very short time ago:  
*I've just spoken to Mark.*
- We use *already* for something that happened before now – often when we are surprised that it happened so soon:  
*You've finished your lunch already!*
- We use *yet* for something that has not happened:  
*They haven't gone to bed yet.*
- We also use *yet* to ask if something has happened:  
*Have you met my brother yet?*
- We put *just* between *have* and the past participle:  
*I've just called you.*
- *Already* usually comes between *have* and the past participle but it can also come at the end of the sentence:  
*She's already left. / She's left already.*
- We put *yet* at the end of the sentence:  
*It isn't time to go home yet.*

**Exercise**

**Circle the correct option in *italics* in each of these sentences.**

- 1 Have you seen this film *just* / *yet*?
- 2 We have *already* / *yet* heard the news.
- 3 Dan has *just* / *yet* gone to bed.
- 4 I haven't done my homework *already* / *yet*.
- 5 It's only six o'clock, and my parents have *already* / *yet* gone out.



# Irregular verbs

| verb   | past simple      | past participle  | verb       | past simple     | past participle |
|--------|------------------|------------------|------------|-----------------|-----------------|
| be     | was / were       | been             | lie        | lay             | lain            |
| become | became           | become           | lose       | lost            | lost            |
| begin  | began            | begun            | make       | made            | made            |
| break  | broke            | broken           | mean       | meant           | meant           |
| build  | built            | built            | meet       | met             | met             |
| burn   | burnt / burned   | burnt / burned   | pay        | paid            | paid            |
| buy    | bought           | bought           | put        | put             | put             |
| catch  | caught           | caught           | read       | read            | read            |
| choose | chose            | chosen           | ride       | rode            | ridden          |
| come   | came             | come             | run        | ran             | run             |
| cost   | cost             | cost             | say        | said            | said            |
| cut    | cut              | cut              | see        | saw             | seen            |
| do     | did              | done             | sell       | sold            | sold            |
| draw   | drew             | drawn            | send       | sent            | sent            |
| dream  | dreamt / dreamed | dreamt / dreamed | show       | showed          | shown           |
| drink  | drank            | drunk            | shut       | shut            | shut            |
| drive  | drove            | driven           | sing       | sang            | sung            |
| eat    | ate              | eaten            | sit        | sat             | sat             |
| fall   | fell             | fallen           | sleep      | slept           | slept           |
| feel   | felt             | felt             | speak      | spoke           | spoken          |
| find   | found            | found            | spell      | spelt / spelled | spelt / spelled |
| fly    | flew             | flown            | spend      | spent           | spent           |
| forget | forgot           | forgotten        | stand      | stood           | stood           |
| get    | got              | got              | steal      | stole           | stolen          |
| give   | gave             | given            | swim       | swam            | swum            |
| go     | went             | gone             | take       | took            | taken           |
| grow   | grew             | grown            | teach      | taught          | taught          |
| have   | had              | had              | tell       | told            | told            |
| hear   | heard            | heard            | think      | thought         | thought         |
| hit    | hit              | hit              | throw      | threw           | thrown          |
| hurt   | hurt             | hurt             | understand | understood      | understood      |
| keep   | kept             | kept             | wake       | woke            | woken           |
| know   | knew             | known            | wear       | wore            | worn            |
| learn  | learnt / learned | learnt / learned | win        | won             | won             |
| leave  | left             | left             | write      | wrote           | written         |
| let    | let              | let              |            |                 |                 |

# Guided Key for Schools exam

## Reading and Writing • Part 1

(Questions 1–5)

- 1 Look at this sentence, and notices about travelling by bus. Which notice means the same as the sentence?

*You have to stay in your seat until the school bus has stopped.*

A

**There are seats  
available upstairs  
on the bus**

B

**This bus stop is for  
school buses only**

C

**Passengers on this  
school bus must  
not stand up while  
it is moving**

- 2 You will often see the following words in sentences and notices. Check that you know what they mean. Then complete the sentences with the best words.

can   can't   must   have to   mustn't   should   shouldn't

- 1 You ..... ride your bicycle on the pavement! It isn't allowed.
- 2 You ..... either buy lunch at school or take sandwiches, if you want.
- 3 You ..... try to do some exercise every day – it's good for your health.
- 4 You ..... eat too much chocolate – it isn't very good for you.
- 5 You ..... get a bus to town in the evening – there aren't any.
- 6 You ..... always have lights on your bike at night – it's against the law to ride without them.

### Exam information

In Part 1 you match sentences to notices that have the same meaning.

### Exam tip

You won't always find the same words in the sentences and the notices to give you the answer. Read the meanings of each one carefully.



## Exam practice

Which notice (A–H) says this (1–5)?

For questions 1–5, mark the correct letter A–H on your answer sheet.

**Example:**

0 People mustn't drive their cars here.

Answer:

|   |                          |                          |                          |                          |                          |                                     |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|
| 0 | A                        | B                        | C                        | D                        | E                        | F                                   | G                        | H                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1 You can borrow something to ride here.

A

**CYCLE SHOP**  
**Bicycles 20% off!**  
OPEN Mon – Fri  
9.00 – 19.00

2 This place is closed at the weekend.

B

Students – park your bike  
here any time and ride to  
school on the bus!

3 It is cheaper to do this if you're still at school.

C

Save money travelling by train –  
10% discount on student tickets.

4 No one can leave their cars here before the evening.

D

**Rent a bicycle!**  
Daily 8.00 – 5.00  
Weekends 9.00 – 4.00

5 You shouldn't get on if you haven't paid.

E

**No parking**  
Daily till after 5.00 pm

F

⊙ **Cyclists only** ⊙  
**on this path**

G

**Buses to the town centre**  
Tickets available from driver

H

**City trains this way**  
Buy tickets from ticket office  
before travelling

## Reading and Writing • Part 2

(Questions 6–10)

### 1 What words might fit the space in this sentence?

Sarah decided to put on her ..... because it was beginning to rain.

Which words from the box will fit in the sentence? Why are the other words wrong?

sunglasses coat boots bag swimsuit umbrella hat

### 2 Now look at this sentence and the words in the box. Which one word will fit the space? Why are the other words wrong?

Sarah got on the ..... outside the cinema and bought her ticket from the driver.

car train bicycle taxi bus plane

### Exam information

In Part 2 you choose which word fits best in the spaces in five sentences.

### Exam tip

Look carefully at the words before and after each space to see which word – A, B or C – is the best.

## Exam practice

Read the sentences about a trip to Australia.  
Choose the best word (**A**, **B** or **C**) for each space.  
For questions 6–10, mark **A**, **B** or **C** on your answer sheet.

### Example:

- 0 Janine and her family live in France, but they're ..... to travel to Australia soon.

**A** planning      **B** thinking      **C** wanting

Answer:

|                                     |                          |                          |                          |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0                                   | <b>A</b>                 | <b>B</b>                 | <b>C</b>                 |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



- 6 Janine's brother and his wife ..... France to live in Australia six months ago.  
**A** changed      **B** went      **C** left
- 7 Janine's father says it will be a very ..... journey to Australia by plane.  
**A** large      **B** far      **C** long
- 8 Janine isn't going to pack many warm ..... because it will be summer in Australia.  
**A** sweaters      **B** shoes      **C** bags
- 9 Janine hopes to take some good ..... with her mobile of all the things she sees in Australia.  
**A** emails      **B** calls      **C** photos
- 10 Janine is very ..... about the trip because she knows they'll all have a good time.  
**A** surprised      **B** excited      **C** worried



## Reading and Writing • Part 3a

(Questions 11–15)

1 Match the start of each conversation with the best response.

- |   |   |
|---|---|
| 1 I won the competition!                    | a Never mind – I'll have <b>it</b> .      |
| 2 What's your sister's name?                | b <b>That's</b> great!                    |
| 3 Let's go to the beach tomorrow.           | c <b>He's</b> in town with his friends.   |
| 4 I'm too hot, but I can't open the window. | d <b>She's</b> called Marta.              |
| 5 When shall we have our picnic?            | e I'll do <b>it</b> for you.              |
| 6 Where's your brother today?               | f Let's eat <b>it</b> now – I'm hungry!   |
| 7 I don't like this ice cream.              | g Good idea – it'll be fun <b>there</b> . |

### Exam information

In Part 3a you choose an answer to complete five conversations.

### Exam tip

Check that any pronouns (*he, she, it, her, they*, etc.) in your answer match the question.

2 Look at the pronouns in bold in each response in Exercise 1. What do they mean?

- |   |       |                                |
|---|-------|--------------------------------|
| a | it    | .....                          |
| b | That  | <i>winning the competition</i> |
| c | He    | .....                          |
| d | She   | .....                          |
| e | it    | .....                          |
| f | it    | .....                          |
| g | there | .....                          |

## Exam practice

Complete the five conversations.

For questions 11–15, mark **A**, **B** or **C** on your answer sheet.

**Example:**

0



Where do you live?



**A** In London.

**B** At home.

**C** At school.

Answer:

0

| A                                   | B                        | C                        |
|-------------------------------------|--------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11 Why isn't Max coming to the park today?

**A** Where is he?

**B** He's too busy.

**C** What a pity.

12 I've lost my pen!

**A** It's yours.

**B** That's good.

**C** Here it is.

13 Would you like to go swimming after school?

**A** That's funny.

**B** I'd love to.

**C** Where did you go?

14 My science homework is difficult.

**A** Shall I help you?

**B** Why not?

**C** How is it?

15 I love cheese.

**A** Me too.

**B** I think so.

**C** Not very much.



## Reading and Writing • Part 3b

(Questions 16–20)

1 Look at the conversations below. What response might fit the spaces?

- |   | A  | B     |
|---|--|-------|
| 1 | I haven't finished my homework yet.        | ..... |
|   | Because I was watching TV!                 |       |
| 2 | Is it far to the park from here?           | ..... |
|   | That's good – I'll walk, then.             |       |
| 3 | I hope you remembered to bring a football. | ..... |
|   | OK, I'll go home and get mine.             |       |
| 4 | My dad says he'll drive us into town.      | ..... |
|   | Yes, it is. It'll be quicker than the bus. |       |
| 5 | Can you help me tidy up?                   | ..... |
|   | Why? What are you doing?                   |       |
| 6 | We need some tomatoes for the pizza.       | ..... |
|   | That would be good – thanks!               |       |

2 Complete the conversations in Exercise 1 with a response from the box.

That's great!   Why not?   Sorry, I forgot.   Not at the moment.   I'll go and get some.   Not really.

### Exam information

In Part 3b you choose from several sentences to complete a whole conversation.

### Exam tip

Look at the conversation before and after the gaps, to check that the sentence you choose really fits.

# Exam practice

Complete the conversation between Henry and his sister Cassie.  
What does Cassie say to her brother?  
For questions 16–20, mark the correct letter A–H on your answer sheet.

**Example:**

Henry: Cassie, Mum says you're making dinner tonight. Is that right?

Cassie: 0 .....

Answer: 

|   |                          |                          |                          |                          |                                     |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 0 | A                        | B                        | C                        | D                        | E                                   | F                        | G                        | H                        |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Henry: Great – can you put mushrooms on mine?

Cassie: 16 .....

Henry: Sure, when I've done my homework. OK?

Cassie: 17 .....

Henry: That should give me time to finish. And we need a dessert.

Cassie: 18 .....

Henry: Good idea – they're my favourite!

Cassie: 19 .....

Henry: Let's watch TV. *Pop Dance* is on tonight.

Cassie: 20 .....

Henry: Oh, you'll enjoy it! Right, let's get started!

- A I'm not sure what to make.
- B How about strawberries? We've got some.
- C Thanks! I'll start cooking in 30 minutes, then.
- D When will that be?
- E Yes, I'm making pizza.
- F I haven't seen that yet.
- G I know! What shall we do after dinner?
- H OK, we've got lots. So could you make a salad?



## Reading and Writing • Part 4

(Questions 21–27)

Read the short text below, then look at sentences 1–3. If a sentence is right, circle A. If it is wrong, circle B. If the information isn't in the text, circle C.

*Jack's mum wanted to make a cake, but she didn't have enough sugar so she sent Jack to buy some for her. But Jack forgot to take any money with him, so he had to come all the way back home again – without any sugar!*

- |  |   |   |   |
|--|---|---|---|
| 1 Jack's mum told him to go to the shop and get sugar. | A | B | C |
| 2 Jack's mum was making a cake for Jack's birthday.    | A | B | C |
| 3 Jack brought the sugar back from the shop with him.  | A | B | C |

### Exam information

In Part 4, you might have to read a text and decide if sentences are right or wrong, or if the information isn't in the text.

### Exam tip

Underline the part of the text that gives you the answer. If you can't find a part to underline, the answer could be C – Doesn't say.

## Exam practice

Read the article about snowboarding.

Are sentences 21–27 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

For questions 21–27, mark A, B or C on your answer sheet.

### My snowboarding holiday

by Hannah Lane

I learned to ski when I was small, because my parents took my brothers and me almost as soon as we could walk! So when I started snowboarding at 11, I thought it would be easy. But on the first day of a family snowboarding holiday, I got on my new snowboard and went down a small hill near our hotel – and immediately fell! I couldn't stop, either, so if my brothers stood in front of me, I made them fall too! They were brilliant because they showed me exactly what to do – but they laughed at me, too!

When I started to improve, my parents decided to take us further up the mountain on a ski lift. As we got higher, we could see right over the tops of the trees below. When we got off the lift, we all jumped onto our snowboards and went down the mountain – including me! And I was the first one of the family to get to the bottom!

My knees hurt a bit afterwards, but I was fine. I still think I like skiing better, but I'd certainly like to try snowboarding again!



**Example:**

**0** Hannah was able to snowboard before she could ski.

**A** Right                      **B** Wrong                      **C** Doesn't say

Answer:

|                          |                                     |                          |                          |
|--------------------------|-------------------------------------|--------------------------|--------------------------|
| <b>0</b>                 | <b>A</b>                            | <b>B</b>                 | <b>C</b>                 |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

---

**21** The first time Hannah tried her new snowboard was on a big mountain.

**A** Right                      **B** Wrong                      **C** Doesn't say

**22** When Hannah started snowboarding, she was surprised that it was so difficult.

**A** Right                      **B** Wrong                      **C** Doesn't say

**23** Hannah's brothers were happy to help her learn to snowboard.

**A** Right                      **B** Wrong                      **C** Doesn't say

**24** Hannah was worried at first about taking the lift up the mountain.

**A** Right                      **B** Wrong                      **C** Doesn't say

**25** Hannah reached the bottom of the mountain faster than her brothers.

**A** Right                      **B** Wrong                      **C** Doesn't say

**26** Hannah's knees hurt the next day because she fell down.

**A** Right                      **B** Wrong                      **C** Doesn't say

**27** Hannah has decided that she now prefers snowboarding to skiing.

**A** Right                      **B** Wrong                      **C** Doesn't say



## Reading and Writing • Part 5

(Questions 28–35)

### 1 Try to complete the sentences with the correct preposition.

- 1 John isn't very good ..... cooking.
- 2 My family lived in France ..... 2006, and then they moved to Canada.
- 3 There were ..... 25 and 30 people at the party.
- 4 I spent the afternoon ..... myself in the library.
- 5 We've lived in this house ..... 2010.
- 6 I haven't seen Mark ..... a long time.
- 7 It rained a lot ..... the night.
- 8 My Maths lesson is ..... 9.00 to 10.30 tomorrow.
- 9 I've got an important test ..... Monday.
- 10 My father works ..... an office.

### 2 Complete the sentences in Exercise 1 with words from the box. Are they the same as the prepositions you wrote?

during since for from in between until by at on

### Exam information

In Part 5, you choose a word that fits a space in a sentence. You have three answers to choose from.

### Exam tip

Read the whole text first, then think of a word that could fit each space. Then look at the three possible answers.

## Exam practice

Read the article about bears.

Choose the best word (**A**, **B** or **C**) for each space.

For questions 28–35, mark **A**, **B** or **C** on your answer sheet.

### North American bears

There are many different types of bears (0) ..... North America. For example, there are lots of black bears living there, but (28) ..... knows exactly how many there are. There could be (29) ..... 600,000 and 750,000, and strangely not (30) ..... of them are black in colour. They can be brown, or (31) ..... white.

Bears mostly sleep (32) ..... the cold weather in winter, so they're very hungry when they wake up. They eat a lot of different things, such (33) ..... leaves and fruit, and many people say they also love eating honey. Bears are very good (34) ..... climbing trees, and baby bears (35) ..... to climb when they are very young.



**Example:**

**0**    **A**    in                    **B**    by                    **C**    on

Answer:

|          |                                     |                          |                          |
|----------|-------------------------------------|--------------------------|--------------------------|
| <b>0</b> | <b>A</b>                            | <b>B</b>                 | <b>C</b>                 |
|          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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**28**    **A**    anyone            **B**    everyone            **C**    nobody

**29**    **A**    between            **B**    either            **C**    about

**30**    **A**    one            **B**    all            **C**    each

**31**    **A**    even            **B**    always            **C**    still

**32**    **A**    since            **B**    from            **C**    during

**33**    **A**    like            **B**    as            **C**    than

**34**    **A**    for            **B**    with            **C**    at

**35**    **A**    learn            **B**    learned            **C**    learning



## Reading and Writing • Part 6

(Questions 36–40)

Read the descriptions, then write the words.

- |   |                 |
|---|-----------------|
| 1 This is the time of year that follows summer.   | a _ t _ _ n     |
| 2 This is where a farmer grows things.            | f _ e _ _       |
| 3 You can sometimes see this in the sky at night. | m _ _ n         |
| 4 Some people enjoy climbing these.               | m _ _ nt _ _ ns |
| 5 There is water all around this.                 | i _ l _ _ d     |
| 6 These are areas of the world covered in sand.   | d _ s _ _ t _   |

### Exam information

In Part 6, you read some descriptions and then write a word for each one. The first letter is there to help you.

### Exam tip

You have to spell the words in Part 6 correctly, with one letter on each line. Try putting difficult spellings in a book, and practise them often.

## Exam practice

Read the descriptions of some words about the weather.

What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

For questions 36–40, write the words on your answer sheet.

**Example:**

- 0 You might fall if there is this on the ground on a cold day.

i \_ \_

Answer:

0

ice

- 36 If the sky looks like this, it might rain soon.

c \_ \_ \_ \_

- 37 When the weather is like this, it's hard to see what's in front of you.

f \_ \_ \_ \_

- 38 You might see lights in the sky and hear loud noises during this.

s \_ \_ \_ \_

- 39 This can be good weather for going sailing.

w \_ \_ \_ \_

- 40 You need this kind of weather to enjoy a day at the beach.

s \_ \_ \_ \_

## Reading and Writing • Part 7

(Questions 41–50)

### Exam information

In Part 7, you read a text and write a word in the spaces to complete the sentences.

### 1 Try to complete the sentences with the correct word.

- 1 We often go ..... holiday during the summer break.
- 2 My friend Max lives in ..... centre of Rome.
- 3 I don't buy many computer games ..... they're expensive.
- 4 My friends ..... waiting for me when I arrived.
- 5 ..... you like to go shopping with me?
- 6 ..... you finished your homework?
- 7 My brother's friends love swimming in the sea, but ..... prefers going to the pool.
- 8 Why ..... you buy your mum some flowers for her birthday?
- 9 ..... was really sunny when we went to the park.
- 10 We've ..... to Scotland for a week – we've just come home!

### Exam tip

Read the sentence before and after the space to check that your word fits. Is it the right kind of word, the right tense (past, present or future) and the right number – singular or plural? When you have finished, read through the whole text again.

### 2 Complete the sentences with words from the box. You don't need all the words. Did you use the same words in Exercise 1?

because a was have did so the on to this  
in at do but are were would doesn't they  
is don't there it he been

## Exam practice

Complete the email.

Write ONE word for each space.

For questions 41–50, write the words on your answer sheet.

Example:

0

been

Hi, Amy,

How are you? We've just (0) ..... to an adventure park today! I went (41) ..... my parents and my cousins, and we (42) ..... great fun there. There were a lot (43) ..... rides to go on in the park, with a really big roundabout right in (44) ..... centre! We took a picnic lunch, (45) ..... the food there was quite expensive. (46) ..... was a warm day, so we (47) ..... sit on the grass and eat our food.

We're going to the beach next week. (48) ..... you like to come with us? Why (49) ..... you ask your parents if you can come? (50) ..... really hope they say yes!

Write soon!

Best wishes,

Carla



## Reading and Writing • Part 8

(Questions 51–55)

1 Match the sentences (1–7) with information on a form (a–g).

1

**Football practice starts  
earlier tomorrow – at 10.00,  
not 9.30, so don't be late!**

2

I'll see you at the café, OK?  
We'll walk to the cinema  
together.

3

You won't need to bring food, but  
don't forget your wallet!

4

There are no tickets for  
Thursday, so let's book  
for Friday instead.

5

⊖ **It'll be £6.50 each,** ⊕  
**or £5 if you're**  
**still at school.**

6

We can go by car – my dad will  
take us. It'll be easier than going  
by bus!

7

My cousin's coming, and also my  
brother, so that'll be four of us.

a Day to go: .....

b Cost for students: .....

c How many people: .....

d Travel by: .....

e Time: .....10.00.....

f What to take: .....

g Place to meet: .....

### Exam information

In Part 8, you have to read  
two pieces of information and  
complete a form.

### Exam tip

There might be two similar  
pieces of information in the  
texts, for example two times or  
two prices, but only one will be  
the correct answer.

2 Complete the information in Exercise 1.

# Exam practice

Read the notice and the email.  
Fill in the information in Sarah's notes.  
For questions 51–55, write the information on your answer sheet.

**Horse riding in  
Bircham Forest  
(with instructors)**  
Saturdays  
9.30 am and 2.00 pm  
Price:  
Adults £10.00  
Under-16s £7.50  
Meet outside the café!

From:

Anita

To:

Sarah

Hi, Sarah,  
Thanks for taking me swimming last Saturday! Here's the advert for horse riding – it's cheaper than when we went to Walton Woods, especially as we're only 14! I've got riding boots to wear, but could I borrow a hat? Bring it with you! Let's do the afternoon ride, shall we? I'll see you at the library and we'll get the bus from there.  
Anita

Sarah's Notes

Saturday trip

Which activity:

horse riding

Where:

51

Time:

52

Cost:

53

Don't forget to take:

54

Place to meet Anita:

55



## Reading and Writing • Part 9

(Question 56)

- 1 Which of these expressions can you use to *start* a message? Which ones *end* a message?

Hi, Sam    Best wishes    Dear Sarah    See you soon

- 2 Correct the message. Put in 11 capital letters and 5 full stops.

|   |         |
|---|---------|
| From:   | Michael |
| To:   | Jon     |
| hi, jon,<br>i went to the beach with my family yesterday we had a good time it<br>was sunny all day i hope you're ok<br>see you soon<br>best wishes,<br>michael |         |

### Exam information

For Part 9, you write a short message with three pieces of information in it.

### Exam tip

Check that you include three points in your answer.

## Exam practice

Read the note from your English friend, Mark.

I've just been to a nice restaurant in my town with my family.  
What's your favourite place to eat in your town? Who do you go  
with? What do you eat there?

Write a note to Mark and answer the questions.

Write **25–35** words.

Write the note on your answer sheet.

Use this checklist to check your answer.

Have you:

- ☐ started and finished your message correctly, e.g. *Dear Mark, Best wishes?*
- ☐ included three points?
- ☐ checked your grammar and spelling?
- ☐ used capital letters and full stops?
- ☐ written 25–35 words?

## Listening • Part 1

(Questions 1–5)

1 26 Listen to Karl talking to his friend Marta and answer the questions.

- 1 Where are they?
- 2 What does Karl want to buy?

2 Listen again. Write the prices you heard in the three boxes. Then circle which price is the correct answer to the question: *How much money will Karl spend?*

|  |  |  |
|--|--|--|
| € <input style="width: 80%;" type="text"/> | € <input style="width: 80%;" type="text"/> | € <input style="width: 80%;" type="text"/> |
|--|--|--|

### Exam information

In Part 1, you listen to five different conversations and choose from three different pictures for each question.

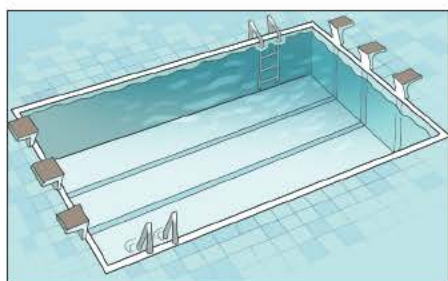
### Exam tip

Look carefully at each question and the three pictures before you listen.

## Exam practice

27 You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the right answer (A, B or C).

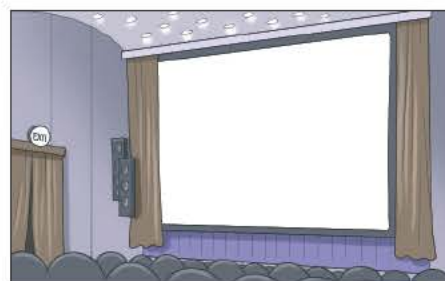
**Example:** Where is Becky going on Friday evening?



A

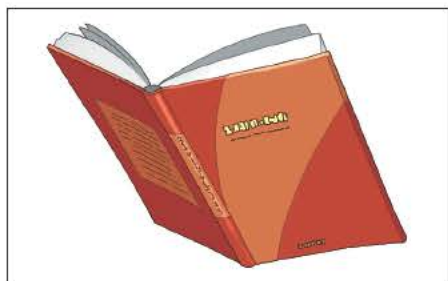


**B**



C

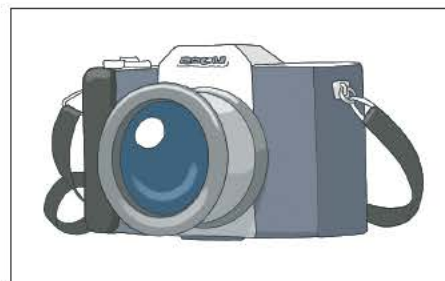
1 What did Mario win in the competition?



A



B



C



2 What has Carla just bought?



A

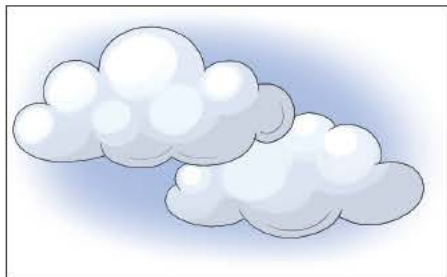


B



C

3 What did Tim see in the sky yesterday evening?



A



B



C

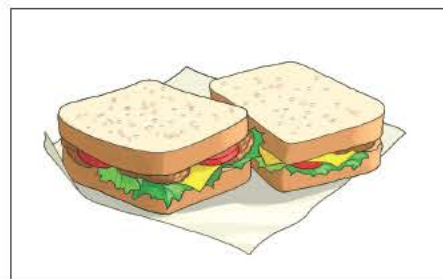
4 What has James left at home?



A



B



C

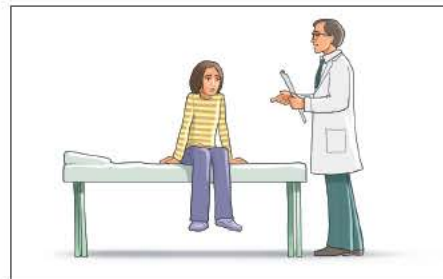
5 Where is Sarah now?



A




B



C

# Listening • Part 2

(Questions 6–10)

**1**  **28** Listen to Paula talking about her family. Match each person with the room they are in now. There is one room you don't need to use.

- |           |               |
|-----------|---------------|
| 1 Paula   | a bathroom    |
| 2 brother | b bedroom     |
| 3 dad     | c dining room |
| 4 mum     | d garage      |
| 5 sister  | e kitchen     |
|           | f living room |

## Exam information

In Part 2 you listen to a conversation and then match two lists, for example the names of people with their activities.

## Exam tip

The words you hear may be different from the words in the lists. Remember there are two words in the second list which you do not need to use.

# Exam practice

 **29** Listen to Harry telling his friend Maisie about the holiday homework project. What subject is each friend doing?

For questions **6–10**, write a letter **A–H** next to each person.

You will hear the conversation twice.

**Example:**

|   |       |              |
|---|-------|--------------|
| 0 | Harry | <div>H</div> |
|---|-------|--------------|

| PEOPLE |        |             | PROJECTS |                |  |
|--------|--------|-------------|----------|----------------|--|
| 6      | Mark   | <div></div> | A        | computer games |  |
| 7      | Polly  | <div></div> | B        | cooking        |  |
| 8      | Jamie  | <div></div> | C        | family         |  |
| 9      | Darren | <div></div> | D        | films          |  |
|        |        |             | E        | music          |  |
| 10     | Maisie | <div></div> | F        | photography    |  |
|        |        |             | G        | sailing        |  |
|        |        |             | H        | space          |  |



## Listening • Part 3

(Questions 11–15)

- 1 30 Listen. Write the number of the speaker next to each subject 1–6.

- |   |         |         |
|---|---------|---------|
| 1 | times   | .....   |
| 2 | days    | .....   |
| 3 | prices  | ..... 1 |
| 4 | places  | .....   |
| 5 | dates   | .....   |
| 6 | weather | .....   |

- 2 30 Listen again. Circle the information you heard for each subject 1–6 in Exercise 1.

- |   |          |            |                 |
|---|----------|------------|-----------------|
| 1 | a £275   | b £2.75    | <b>c</b> £27.55 |
| 2 | a 2 June | b 12 June  | c 22 June       |
| 3 | a hall   | b pool     | c shop          |
| 4 | a 10.15  | b 10.30    | c 10.45         |
| 5 | a sunny  | b cloudy   | c foggy         |
| 6 | a Friday | b Thursday | c Tuesday       |

### Exam information

In Part 3, you listen to a conversation and answer five multiple-choice questions. You have to choose from three different answers, for example three times, prices or days of the week. You will hear all three answers, but only one will be correct.

### Exam tip

Read quickly through the questions before you begin to listen. If you don't know an answer, make a guess – don't miss a question.

## Exam practice

- 31 Listen to Jack talking to his sister Amy about a museum trip. For each question choose the right answer (A, B or C). You will hear the conversation twice.

### Example:

- 0 Which day will they go to the museum?
- A Wednesday
- B** Thursday
- C Friday

- 11** They plan to leave home at
- A** 8.15.
  - B** 9.45.
  - C** 10.30.
- 12** How will they get to the museum?
- A** by bus
  - B** by car
  - C** by bike
- 13** At the museum, Jack wants to see the
- A** latest computers.
  - B** model dinosaurs.
  - C** old cars.
- 14** They decide to buy their mum
- A** a book.
  - B** a scarf.
  - C** a picture.
- 15** What does Jack want to eat in the café?
- A** biscuits
  - B** cake
  - C** ice cream



# Listening • Part 4

(Questions 16–20)

1 Check that you remember how these letters of the alphabet are said in English.

A B C E G I J P R S U W Y

2 Listen and write down the names you hear.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

## Exam information

In Part 4 you hear a conversation and complete some notes.

## Exam tip

If the speaker spells a name for you, you need to write it down correctly.

## Exam practice

33 You will hear a girl ringing a pool to ask about joining their swimming club. Listen and complete each question. You will hear the conversation twice.

### Swimming club

|                          |                 |
|--------------------------|-----------------|
| Where:                   | City Pool       |
| How old members must be: | (16) .....      |
| Day club meets:          | (17) .....      |
| Name of coach:           | (18) Mrs .....  |
| Remember to take a:      | (19) .....      |
| Parents can park in:     | (20) ..... Road |

# Listening • Part 5

(Questions 21–25)

**1**  **34** Listen to six extracts and write the correct information.

- 1 Date of trip: .....
- 2 Time to meet: .....
- 3 Year they got the house: .....
- 4 Oldest students in class: .....
- 5 Price of boy's trainers: .....
- 6 Place to visit next: .....

## Exam information

In Part 5 you listen to one person talking and complete some notes.

## Exam tip

You may hear two possible answers to each question, but only one will be correct.

## Exam practice

 **35** You will hear a tour guide talking to people about a chocolate factory.

Listen and complete each question.

You will hear the information twice.

### Chocolate factory tour

- |                                      |            |
|--------------------------------------|------------|
| Name of guide:                       | Simon      |
| How long tour will be:               | (21) ..... |
| Year factory opened:                 | (22) ..... |
| Most popular things made by factory: | (23) ..... |
| Go upstairs to the:                  | (24) ..... |
| Price of ticket for under 16s:       | (25) ..... |



## Speaking • Part 1

1 Match the answers a–h to the questions 1–8.

| Examiner   | Student                                     |
|--|---|
| 1 What's your name?                                | a Yes, I do. I like English!                |
| 2 Can you spell your surname for me?               | b I like films and music shows.             |
| 3 Where do you come from?                          | c I like Maths the best.                    |
| 4 Do you study English?                            | d I'm from France.                          |
| 5 How many English classes do you have every week? | e D-U-R-A-N-D.                              |
| 6 What is your favourite lesson at school?         | f Yes, I do. I always watch it at weekends. |
| 7 Do you like watching TV?                         | g I have classes five times a week.         |
| 8 What kind of programmes do you like?             | h My name is Agathe Durand.                 |

### Exam information

In Part 1, the examiner will ask you questions about yourself.

### Exam tip

Practise how to spell your name – the examiner will ask you to do this.

## Exam practice

Give your own answers to these questions.

1 What's your name?

.....

2 Can you spell your surname for me?

.....

3 Where do you come from?

.....

4 Do you study English?

.....

5 How many English classes do you have every week?

.....

6 What is your favourite lesson at school?

.....

7 Do you like watching TV?

.....

8 What kind of programmes do you like?

.....

9 Tell me about your family.

.....

10 Tell me about your hobbies.

.....



## Speaking • Part 2

Look at the examples of the kind of questions you will need to ask. Complete the questions with these words. You can use one word more than once.

can where what is how when which does

- |                                 |                               |
|---------------------------------|-------------------------------|
| 1 ..... it open at the weekend? | 6 ..... it far from here?     |
| 2 ..... does it open?           | 7 ..... much does it cost?    |
| 3 ..... days is it open?        | 8 ..... can we do there?      |
| 4 ..... time does it close?     | 9 ..... beginners go?         |
| 5 ..... is it?                  | 10 ..... is the phone number? |

### Exam information


In Part 2, you work with a partner. You each have different cards with information on, and you must ask each other questions about the information.

## Exam practice

Candidate A, here is some information about a park for water sports. Candidate B, you don't know anything about the water sports park, so ask A some questions about it.

### Candidate A – your answers

**WATER SPORTS**  
in fantastic West Park




Try sailing, swimming or even surfing!  
Tuesday – Sunday in summer  
10.00 – 7.00 pm  
Various prices – student discounts  
Phone 07651 357357 for more information

### Candidate B – your questions

**WATER SPORTS**

- where ?
- days / open ?
- which / sports ?
- cheaper / students ?
- phone number ?



Candidate B, here is some information about horse-riding lessons.  
Candidate A, you don't know anything about the horse-riding lessons,  
so ask B some questions about it.

**Candidate B – your answers**

**Horse-riding lessons  
at Marston Farm**



Open every weekend  
9.30 am – 4.00 pm  
£5.50 adults  
£3.50 students  
All levels!

**Candidate A – your questions**

**Horse-riding lessons**

- where ?
- open / Tuesdays ?
- time / open ?
- cost ?
- beginners ?





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- Windows XP, Vista or 7
- Mac OS X 10.6 or 10.7
- 1024 x 768 minimum screen resolution
- Speakers or headphones
- Microphone if you wish to record yourself speaking

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